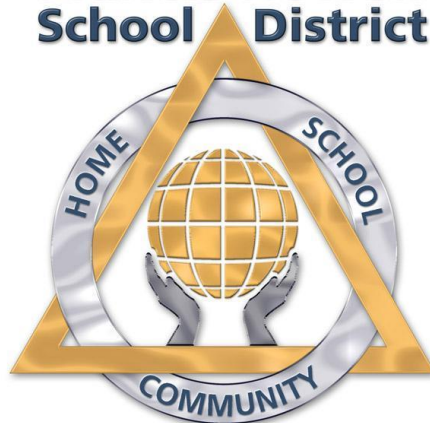


Third Grade Social Studies

Curriculum

**Francis Howell
School District**



LEARNING TOGETHER

Board Approved:

Francis Howell School District

Mission Statement

The mission of the Francis Howell School District is to empower students to be lifelong learners prepared for the future.

Vision Statement

The Francis Howell High School Community will provide a high-quality educational experience that will result in students possessing the necessary knowledge and skills to become life-long learners and be positive contributors within their community.

The Francis Howell High School Community will provide an environment that develops a sense of personal and school pride, cultural awareness, and tolerance.

Values

Francis Howell School District is committed to:

High Expectations

Continuous Improvement

Engagement, Collaboration, and Partnerships

Innovation

Safety

Trust, Respect, and Inclusiveness

Customer Service and Satisfaction

Accountability and Transparency

Francis Howell School District Goals

Upon completion of their academic study in the Francis Howell School District, students will be able to:

1. Gather, analyze and apply information and ideas.
2. Communicate effectively within and beyond the classroom.
3. Recognize and solve problems.
4. Make decisions and act as responsible members of society.

Social Studies Graduate Goals

Francis Howell School District believes an effective social studies program is the foundation for responsible citizenship and prepares our students to be productive citizens in a global democratic society. We believe a social studies program needs to develop in students a deep understanding of how to know, how to apply what they know, and how to participate in building a future. We believe that social studies is a relevant and dynamic discipline. The Francis Howell School District agrees with the Board of Directors of the National Council for the Social Studies, the primary membership organization for social studies educators', following definition:

- Civics: To develop responsible citizens who possess a commitment to the values and principles that are necessary for the preservation and improvement of American constitutional democracy.
- Government: To provide students with an understanding of the development, purpose, and operations of political systems in order for them to make informed decisions and rational judgments as a member of their community and as a citizen in a global society.
- History: To develop an ability to explain patterns of historical succession and change to form a better understanding of current events and the future of our global society. An understanding of the United States' past developments, an appreciation of our nation's heritage and builds an enduring legacy for posterity.
- Geography: To develop the ability to utilize, analyze, and explain information about human and physical features of places and regions. Students need to possess knowledge of how humans and physical environment interact.
- Economics: To develop an understanding and application of the principles and concepts of economics in order to be prepared to make wise personal decisions and to take part in our global economies.

Course Rationale

"Social Studies is the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provide coordinated, systematic study drawing upon such disciplines as anthropology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed decisions for the public good as citizens of a

culturally diverse, democratic society in an interdependent world.”

Social Studies Curriculum Team

Curriculum Committee

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Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

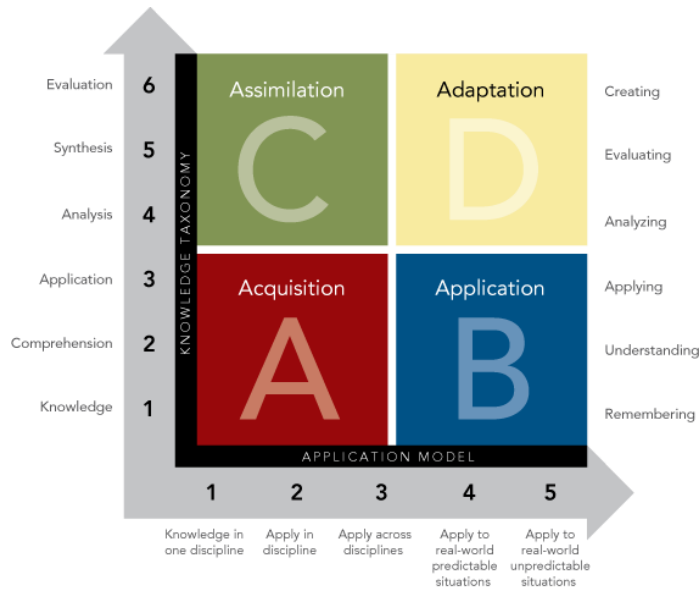
The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.

The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide- area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in the workplace are types of



Quadrant D knowledge.

| A | B | C | D |
|--|---|--|--|
| Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge. | Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations. | Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions. | Students have the competence to think in complex ways. |

21st Century Skills

These skills have been pared down from 18 skills to what are now called the 4Cs. The components include critical thinking, communication, collaboration, and creativity. Critical thinking is focused, careful analysis of something to better understand and includes skills such as arguing, classifying, comparing, and problem solving. Communication is the process of transferring a thought from one mind to others and receiving thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

Standards

Standards aligned to this course can be found:

[Social Studies Standards](#)

Missouri Learning Standards for Literacy

<http://www.corestandards.org/ELA-Literacy/>

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Units & Standards Overview

Semester 1 **Semester 2**

| Unit 1: Communities | Unit 2: Maps | Unit 3: We Have a Dream | Unit 4: Civics |
|--|---|--|--|
| Students will begin by learning about rights and responsibilities of citizens and identifying why cities make laws and ordinances. Then students will learn about different types of communities from urban to rural and how that affects life and the resources available to the members of the community as well as the economics of the communities. Finally, students will learn the responsibilities that members have to their communities such as paying taxes and the difference between goods and services. | Students will begin this unit by exploring maps, and how to read map legends and navigate a map by using a compass. They will learn about the state of Missouri, the states surrounding it, and the major rivers and then create a map to show their learning. Finally, students will learn what they know about the location of Missouri to learn about it's ecosystem and then compare it to various ecosystems around the world. | The unit will focus on the significance of Martin Luther King Jr. Martin Luther King made important contributions to our society. Students will think about how our country would be different today if Martin Luther King Jr. hadn't been born and be able to compare how life in the United States is today to how life might have been without Martin Luther King Jr's contributions. Students will take part in a constructive process for resolving conflicts and analyze peaceful resolutions. | This unit will focus on being a good citizen and making decisions, understanding symbols/significant individuals, and the importance of the Constitution and the three branches of government. It will also focus on the economic concepts of taxes, goods and services, resources, and cost-benefit analysis. |
| PE Assessment: | PE Assessment: | PE Assessment: | PE Assessment: |
| After exploring the types of communities, students will | Students will create a brochure depicting what they have learned | Students will be creating a pictorial timeline depicting | Students will use the hands on experience of how the three |

| | | | |
|---|---|---|--|
| <p>choose a city they would like to take a closer look at. Students can form a theory about the city that would classify the city. For example, urban, rural, suburban, wheat producing region, business district, and recreational area, etc. Students can look at the city using Google and record their findings. Students can then use resources to gather more information about their city. After researching, students should be able to classify their city according to its regions. You can share all that they've learned by taking a class tour of cities around the states in a gallery walk format.</p> | <p>about an ecosystem that they have researched. They can use videos on bookflix, websites such as Britannica, and library resources to research.</p> | <p>major events in the life of MLK Jr. along with important contributions. Students will be using library and media sources including books, primary and secondary sources to research.</p> | <p>branches of government interact with each other to create new legislation. The students will experience passing new legislation through the 3 branches of government.</p> |
|---|---|---|--|

Course Map

| | Unit Description | PE Summary | PE Standards |
|--|---|---|---|
| Unit 1: Communities 3 weeks | <p>Students will begin by learning about rights and responsibilities of citizens and identifying why cities make laws and ordinances. Then students will learn about different types of communities from urban to rural and how that affects life and the resources available to the members of the community as well as the economics of the communities. Finally, students will learn about the responsibilities that members have to their communities such as paying taxes and the difference between goods and services.</p> | <p>After exploring the types of communities, students will choose a city they would like to take a closer look at. Students can form a theory about the city that would classify the city. For example, urban, rural, suburban, wheat producing region, business district, and recreational area, etc. Students can look at the city using Google and record their findings. Students can then use resources to gather more information about their city. After researching, students should be able to classify their city according to its regions. You can share all that they've learned by taking a class tour of cities around the states in a gallery walk format.</p> | <p>TSSI.7A EGS.5F</p> |
| Unit 2: Maps 3 weeks | <p>Students will begin this unit by exploring maps and how to read map legends and navigate a map by using a compass. They will learn about the state of Missouri, the states surrounding it, and the major rivers and then create a map to show their learning. Finally, students will learn what they know about the location of Missouri to learn about its ecosystem and then compare it to various ecosystems around the world.</p> | <p>Students will create a brochure depicting what they have learned about an ecosystem that they have researched. They can use videos on bookflix, websites such as Ducksters, and library resources to research.</p> | <p>3.EGS.5A 3.EGS.5B 3.EGS.5D</p> |
| Unit 3: We Have a | <p>The unit will focus on the significance of Martin Luther King Jr. Martin Luther King Jr. made</p> | <p>Students will be creating a pictorial timeline depicting major events in the life of MLK Jr.</p> | <p>3.TSSI.7A 3.RIG.6C</p> |

| | | | |
|---------------------------------------|--|--|--|
| Dream 3 weeks | important contributions to our society. Students will think about how would our country be different today if Martin Luther King Jr. hadn't been born and be able to compare how life in the United States is today to how life might have been without Martin Luther King Jr's contributions. Students will take part in a constructive process for resolving conflicts and analyze peaceful resolutions. | along with important contributions. Students will be using library and media sources including books, primary and secondary sources to research. | 3.USH. 3aG |
| Unit 4: Civics 3 weeks | This unit will focus on being a good citizen and making decisions, understanding symbols/significant individuals, and the importance of the Constitution and the three branches of government. It will also focus on the economic concepts of taxes, goods and services, resources, and cost-benefit analysis. | Students will use the hands on experience of how the three branches of government interact with each other to create new legislation. The students will experience passing new legislation through the 3 branches of government. | 3.PR.1A 3.PR.1B 3.PPG.2C 3.PPG.2C |

Unit 1: Communities

| | | |
|-------------------------------------|----------------------------|--------------------------|
| Content Area: Social Studies | Course: Third Grade | UNIT: Communities |
|-------------------------------------|----------------------------|--------------------------|

| | |
|--|----------------------------------|
| Unit Description: Students will begin by learning about rights and responsibilities of citizens and identifying why cities make laws and ordinances. Then students will learn about different types of communities from urban to rural and how that affects life and the resources available to the members of the community as well as the economics of the communities. Finally, students will learn about the responsibilities that members have to their communities such as paying taxes and the difference between goods and services. | Unit Timeline: 3 weeks |
|--|----------------------------------|

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|---|
| DESIRED Results |
| <u>Transfer Goal</u> - <i>Students will be able to independently use their learning to.....</i> <ul style="list-style-type: none">• Engage in their community as productive informed citizens.• Collaborate with others using 21st century skills to deepen their understanding of the world around them.• Recognize that a person's individuality, contributions, responsibilities, and rights contribute to a community and our country. |

Understandings – *Students will understand that... (Big Ideas)*

1. Resources come in a variety of ways.
2. Communities thrive when everyone has equal rights yet are allowed to express their individuality.
3. People's lives are different based on the time frame in which you live.
4. People in different regions make a living in a variety of ways.

Essential Questions: *Students will keep considering...*

- What can I do to help my community?
- What is an economic resource and what purpose does it serve?
- How is the government structured?
- What information does a map give?
- How can timelines help me understand history?

| Standard | Students will know... | Students will understand... | Students Will Be Able to ... |
|----------|---|---|---|
| 3.PR.1A | Laws -regulations established by an authority. Ordinance -authoritative rule or law. | Laws and ordinances create and keep order. Laws and ordinances promote the common good. | Identify and explain why cities make laws and ordinances. |
| 3.PR.1B | Justice -the act of lawfulness. Respect -a sense of worth for a person. Responsibility -being accountable for something within your power. | As citizens we have rights and responsibilities. | Discuss and apply responsibilities of citizens including respect for the rights of others and treating others fairly (justice). |
| 3.EGS.5E | Communicate - pass information from one to another. Transportation - the action of transporting someone or something or the process of | Technology impacts our lives causing ripple effects; some are positive, others negative, and they aren't always foreseen. | Describe how changes in communication and transportation technologies affect people's lives. |

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| | being transported. | | |
| 3.EGS.5E | <p>Rural-characteristics of the country; low population outside of city and suburbs.</p> <p>Suburban-outlying part of a city.</p> <p>Urban-living in a city.</p> | Living in different places provides different interaction and career opportunities. | Explain why people living in different places cities, suburbs, towns, villages, and specializing in different ways of making a living, have a need to interact with each other. |
| 3.EGS.5F | <p>Region- broad geographic area that is distinguished by similar features.</p> <p>Rural-characteristics of the country; low population outside of city and suburbs.</p> <p>Suburban-outlying part of a city.</p> <p>Urban-living in a city.</p> | Regions are defined by characteristics. | Identify examples of different regions (e.g., urban, rural, recreational area, wheat-producing region, business district). |
| 3.ECP.4A | <p>Capital resources-goods produced and used to make other goods and services.</p> <p>Human resources-people who work to produce goods and provide services.</p> <p>Natural resources-something that is found in nature and can be used by people.</p> | Resources needed vary depending on the situation. | Distinguish among natural, capital, and human resources. |

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| 3.ECP.4A | <p>Good—something purchased and consumed.</p> <p>Service—something that someone does for you.</p> | Goods and services can be purchased. | Identify and explain public goods and services. |
| 3.ECP.4B | Cost benefit —the analysis of the cost effectiveness of different alternatives in order to see whether the benefits outweigh the costs. | Analysis of a situation is important to determine if it's worth the cost. | Conduct a cost benefit analysis. |
| 3.ECP.4C | <p>Service—something that someone does for you.</p> <p>Taxes—an amount of money that a government requires people to pay according to their income, the value of their property, etc., and that is used to pay for the things done by the government.</p> | Taxes are used to support services within a community. | List how tax moneys are used, who benefits from tax-supported services, and who pays for these services. |
| 4.ECP.4C | Taxes —an amount of money that a government requires people to pay according to their income, the value of their property, etc., and that is used to pay for the things done by the government. | Taxes are used to support services within a community. | Identify taxes that students experience, such as sales tax. |
| 3.RIG.6A | Culture—behaviors and beliefs of a particular social, ethnic, or age group. | Everyone has a basic set of needs that must be met: food, shelter, water, and safety. Needs in different cultures are met in different ways. | Compare how people's needs have been met in different ways in different cultures at various times. |

Unit 1: Assessment

EVIDENCE of LEARNING

| <u>Understanding</u> | <u>Standards</u> | <u>Unit Performance Assessment:</u> | <u>R/R Quadrant</u> |
|----------------------|----------------------|--|---|
| 4 | 3.EGS.5E 3.EGS.5F | <p>After exploring the types of communities, encourage students to choose a city they would like to take a closer look at. Students can form a theory about the city that would classify the city. For example, urban, rural, suburban, wheat producing region, business district, and recreational area, etc. Students can look at the city using Google and record their findings. Students can then use resources to gather more information about their city. After researching, students should be able to classify their city according to its regions. You can share all that they've learned by taking a class tour of cities around the states in a gallery walk format.</p> <p>Scoring Guide</p> | <p><u>21 Century</u></p> <p>C Critical Thinking Collaboration Communication Creativity</p> |

Unit 1: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: *How would life be different if we didn't pay taxes? Why are some resources more important than others?
You can use these questions to see what students know about this unit.*

| <u>Understanding</u> | <u>Standards</u> | <u>Major Learning Activities:</u> | <u>Instructional Strategy Category:</u> | <u>R/R Quadrant: 21C:</u> |
|----------------------|------------------|--|---|--|
| 1 | 3.PR.1.B | <p>1. Rights and Responsibilities of Citizens</p> <p>Objectives: Students will be able to suggest examples of rights and responsibilities in their own lives.</p> | Setting Objectives | B Critical Thinking Collaboration |

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| 1,2 | 3.ECP.4.A | <p>3. What is the difference between a natural, capital, and human resource?</p> <p>Objective: We will be able to distinguish among natural, capital, and human resources.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Ask the students how to build a house....what is needed, who is needed, and where we get it from. The teacher is listing the ideas as the students are brainstorming. • Display and define natural, capital, and human resources to the students. • Read <i>How a House is Built</i> by Gail Gibbons. • Have students discuss and sort natural, capital, and human resources as the book is read. • Ask: <ul style="list-style-type: none"> ○ What other areas do we use these resources? Why are they important? ○ Is there ever a time we do not use these resources? ○ What would it look like if one of these area resources weren't available? <p>Appendix Documents: How A House is Built</p> | <p>Setting Objectives</p> <p>Providing Feedback</p> <p>Note-taking</p> | <p>B Critical Thinking Collaboration Communication</p> |
| 2,3,4,5 | <p>3.EGS.5.F 3.EGS.5.E 3.EGS.5.E 3.TSSI.7.A ISTE 1</p> | <p>4. Google Maps Communities</p> <p>Objective: Students will identify examples of different regions (urban, rural, suburban, recreational area, wheat-producing region, business district) through pictures and images from Google Maps Street View.</p> <ul style="list-style-type: none"> • After looking through pictures and images from Google Maps Street View, students will explain why people living in different places (cities, suburbs, towns, villages) and specializing in different ways of making a living, need to interact with each other. • After looking through pictures and images from Google Maps Street View, students will be able to describe how changes in communication and transportation technologies affect people's lives. | <p>Setting Objectives</p> <p>Cooperative Learning</p> | <p>C/D Collaboration Communication Critical Thinking</p> |

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| | | <ul style="list-style-type: none"> Identify and use library and media resources (electronic resources, dictionaries, encyclopedias, videos, periodicals, atlases, almanacs, telephone directories and books). <p>Description: Students will:</p> <ul style="list-style-type: none"> Explore cities in their state over the course of 3 days. Each day will focus on a specific region. Use Google Maps Street View to look at various cities in Missouri. Google Maps Street View gives students a 360 panoramic street view to explore. Students can move around within the city to explore and discover characteristics of the region where their cities are located. Record notes of their findings. Share what they've discovered about the cities with a small group. Identify similarities and differences between cities. Teacher will guide students through the given locations using talking points to give some background information about these cities. Upon completion of each region, have students generate a list in small groups of commonalities for each region. <p>Appendix Documents: Google Map Student Explorers Google Map Rural Communities Google Map Suburban Communities Google Map Urban Communities </p> | Identifying Similarities & Differences | |
| 1 | 3.ECP.4.C | <p>4. What are Taxes?</p> <p>Objective: We will know how tax money is paid and how it is used.</p> <p>Description:</p> <ul style="list-style-type: none"> Ask your students about the last time they visited a national park, they played in a local playground, or if they ever enjoyed the fireworks in their city/town for the 4th of July. Did they enjoy it? What in particular did they like? Have them share their experiences and memories. Ask if they know how much money it costs to maintain parks, playgrounds, or even their school, and where does the money come from. It's possible | Setting Objectives | A Critical Thinking |

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| | | <p>they don't know.</p> <ul style="list-style-type: none"> • Write the word "taxes" on the board. Work as a class to define the term. • Read the book <i>Taxes, Taxes! Where the Money Goes</i>. • Discuss where sales tax comes from and the benefit of sales tax. • Students can practice using sales tax by completing the Toy Store Sales Tax calculation page. • If this coincides with the book fair you could also have students use the flier to practice using sales tax to figure out the total for their purchase. <p>Appendix Documents: Toy Store Tax Calculation Page</p> | | |
| 1,2 | 3.ECP.4A 3.ECP.4B | <p>5. Goods and Services</p> <p>Objective: The students will be able to determine the difference between a good and a service.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Ask students what they know about goods and services. • Tell the students goods are things you can buy and hold. Services are things that people do for others. • Show BrainPop Jr. "Goods and Services" • Pass out index cards to students (each labeled with a different good or service on one side and the category of a good or service on the other side). Play a round of quiz-quiz-trade. • Read the story <i>The Perfect Pet</i>. <p>The students will:</p> <ul style="list-style-type: none"> • Discuss the responsibilities of taking care of a pet such as food, vet visits, leash, etc. Pets need goods and services in order to be taken care of properly. • Sort these as a class: <ul style="list-style-type: none"> ○ What is the cost of owning a pet? ○ How much will it cost for things like food, trips to the vet and more. Some costs are just one-time costs, but some costs will be used | <p>Setting Objectives Note-taking Providing Feedback Cooperative Learning</p> | <p>C Critical Thinking Collaboration Communication Creativity</p> |

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| | | <p>over and over. Buying a pet is just the beginning of the costs of a pet.</p> <ul style="list-style-type: none"> • Investigate the total cost of a dog or cat. • Discuss <ul style="list-style-type: none"> ◦ What pet will be the best for you? ◦ Discuss what it means to be a responsible pet owner. • Brainstorm as many costs of ownership as they can. Some costs will be repeating (food) or one-time purchases (cost of pet). Using the cost matrix, students are able to see an overall cost of a pet. What are the costs of a cat? Dog? Benefits? Is it more expensive to own a cat or dog? What is the most expensive cost a cat? Dog? • Discuss what do the costs have to do with being a responsible pet owner? <p>Appendix Documents: The Perfect Pet sort</p> | | |
| 3,4 | 3.RIG.6.A | <p>6. Needs</p> <p>Objectives: The students will be able to compare how people's needs have been met in different ways in different cultures at various times.</p> <p>The teacher will:</p> <ul style="list-style-type: none"> • Read <i>Beatrice's Goat</i> and ask questions throughout the story. • Students will discuss text with a partner, comparing how people's needs have been met in different ways. | <p>Setting Objectives</p> <p>Cooperative Learning</p> | <p>B</p> <p>Communication Collaboration Critical Thinking</p> |

Unit 1: Resources

| UNIT RESOURCES | |
|---|--|
| <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> • <i>Taxes, Taxes! Where the Money Goes</i> by Nancy Loewen | |

- Magazines
- Journals
- Websites <https://street360.net/>
- Information taken from the following websites:
- <https://www.springfieldmo.org/springfield-history>
- http://www.wentzvillemo.org/government/mayor_board_of_aldermen/history_of_wentzville.php
- Wikipedia
- <https://www.discoverstcharles.com/about/history/>
- <https://www.centralmissourigrainsforfood.com/>
- [Google Maps Talking Points Urban Communities](#)
- [Google Maps Talking Points Suburban Communities](#)
- [Google Maps Talking Points Rural Communities](#)
- [Google Maps Communities Student Explorers](#)
- [The Perfect Pet sort](#)
- [Goods and Services Worksheet](#)
- [How a House is Built sort](#)
- econodlink.org

Student Resources:

- *The Perfect Pet* by Bell, Samantha
- *Beatrice's Goat* by McBrier, Page
- *One Hen: How One Small Loan Made a Big Difference* by Milway, Katie Smith
- Websites <https://street360.net/>

Vocabulary:

Capital resources-goods produced and used to make other goods and services.

Cost benefit-the analysis of the **cost-effectiveness** of different alternatives in order to see whether the benefits outweigh the costs.

Good—something purchased and consumed.

Human resources-people who work to produce goods and provide services.

Laws-regulations established by an authority.

Natural resources-something that is found in nature and can be used by people.

Population-the number of people who live in an area.

Rural-characteristics of the country; low population outside of city and suburbs.

Service—something that someone does for you

Suburban-outlying part of a city.

Taxes-an amount of money that a government requires people to pay according to their income, the value of their property, etc., and that is used to pay for the things done by the government.
Urban-living in a city.

Unit 2: Maps

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|-------------------------------------|----------------------------|-------------------|
| Content Area: Social Studies | Course: Third Grade | UNIT: Maps |
|-------------------------------------|----------------------------|-------------------|

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|--|----------------------------------|
| Unit Description: Students will begin this unit by exploring maps and how to read map legends, and navigate a map by using a compass. They will learn about the state of Missouri, the states surrounding it, and the major rivers, and then create a map to show their learning. Finally, students will learn what they know about the location of Missouri to learn about its ecosystem, and then compare it to various ecosystems around the world. | Unit Timeline: 2 weeks |
|--|----------------------------------|

DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Collaborate with others using 21st century skills to deepen their understanding of the world around them.
- Recognize that a person's individuality, contributions, responsibilities, and rights contribute to a community and our country.

Understandings – *Students will understand that... (Big Ideas)*

1. Maps are used to find your way or a location.
2. Where you live in the world affects your way of life.

Essential Questions: *Students will keep considering...*

- How can I use a map to locate Missouri and the states that surround it?

- If Missouri was located in a different part of the United States, how would that change your life?
- What information does a map give?

| Standard | Students will know... | Students will understand... | Students Will Be Able to ... |
|----------|---|---|--|
| 3.EGS.5A | <p>Compass rose-figure on a compass, or map that shows directions; North, East, South, West .</p> <p>Map Key-list of words that explain symbols on a map or chart.</p> | Maps help us understand our surroundings. | Read and construct maps and use a compass rose. |
| 3.EGS.5B | <p>Absolute location-location of a place based on latitude and longitude.</p> <p>Grid system-a basic system of reference lines for a region, consisting of lines that help one locate something on a map efficiently.</p> | <p>Missouri is located in the midwest.</p> <p>Grid systems can help us locate places on a map.</p> | <p>Locate and identify states bordering Missouri.</p> <p>Locate the Mississippi and Missouri Rivers.</p> <p>Use absolute location.</p> |
| 3.EGS.5D | Ecosystem -a biological community of interacting organisms and their physical environment. | <p>States near Missouri have similar ecosystems.</p> <p>There are various ecosystems around the world</p> | Describe various ecosystems. |

Unit 2: Assessment

EVIDENCE of LEARNING

| <u>Understanding</u> | <u>Standards</u> | <u>Unit Performance Assessment:</u> Description of Assessment Performance Task(s): | <u>R/R Quadrant</u> <u>21 Century</u> |
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| 2 | 3.EGS.5D | <p>Students will create a brochure depicting what they have learned about an ecosystem that they have researched. They can use videos on bookflix, websites such as Britannica and library resources to research.</p> <p>Teacher will assess:</p> <ol style="list-style-type: none"> 1. Students' understanding of their ecosystem 2. The food chain that makes up their ecosystem <p><u>Performance:</u></p> <p>Mastery: Students will show that they really understand when they understand an ecosystem changes and the physical factors in it change.</p> <p>Scoring Guide: <u>Ecosystems Rubric</u></p> | <p>A</p> <p>Critical thinking Collaboration Communication Creativity</p> |

Unit 2: Sample Activities

| SAMPLE LEARNING PLAN | |
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| <p>Pre-assessment: The teacher will ask students the following questions:</p> <ul style="list-style-type: none"> • <i>Why do we have maps?</i> • <i>What is one feature on this map that you recognize?</i> • <i>What do you know about the temperatures of one area of the map?</i> | |

| <u>Understanding</u> | <u>Standards</u> | <u>Major Learning Activities:</u> | <u>Instructional Strategy Category:</u> | <u>R/R Quadrant:</u> <u>21C:</u> |
|----------------------|------------------|--|--|---|
| 1 | 3.EGS.5A | 1. Reading Maps | | B |

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| | | <p>Objectives: Students will know that a map symbol represents an object or feature on the ground.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> • Show the park map to the students. Explain that maps are unable to show the same detail for objects and features on earth as a photograph. • Mapmakers often use symbols to represent these objects or features. For example, in a map of your city they won't draw a separate picture for each school. Instead they draw one symbol that they use to represent each school. Each school has its location marked with that symbol whether it is big or small. • Features are often symbolized with the color they are associated with. For example, water features such as rivers and lakes are shown as blue; vegetation cover such as trees, shrubs, and grass are shown as green; and constructed features such as buildings and streets are shown as black. • Explain that when we look at a map, we may be unsure of what a particular symbol represents. On a map, symbols are identified in an area called the legend. The legend often displays other important information including scale and direction. • Explain to the students that a direction is the point toward which something faces. For example, when you ask all the students to face forward, forward is a direction. Also, when you ask everyone to look up, up is a direction. • Explain to students that north is at the top on most maps. Put illustration 3 on the floor with north oriented properly. Have the students sit around the illustration. Point out the star located in the center. Demonstrate how directions such as "forward," "up," "right," etc., are ineffective when trying to plan movement on a map. To walk over to the dinosaur slide, students on one side might say "move right," while students on the opposite side will say "move left." Explain how maps use a much more effective set of directions: north, south, east, and west. West is the direction in which the sun sets. When facing west, north is to the right, south is to the left, and east is behind. • Show the students where north, south, east, and west are marked on the illustration. Demonstrate to the students that to walk over to the dinosaur | Setting Objectives | Communication Collaboration |
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| | | <p>from the star, one would have to go east. Ask them which direction you would walk to go over to the barn.</p> <ul style="list-style-type: none"> • Introduce the idea of directions between two points. Point out that not everything is directly north, south, east, and west of another point. Introduce students to additional directions-northeast, southeast, southwest, and northwest. Ask the students if they were standing on the star and looking at the carousel, what direction they would be looking? (southeast). • Talk about relative location. Explain how we can use north, south, east, and west to talk about where one place on a map is in relationship to another. Demonstrate to the students that one place is north of another. Do the same for south, east, and west. Examples: the bridge is _____ of the dinosaur (north); the food tent is _____ of the carousel (west). • Reproduce the map activity sheet for each discussion and student. Have them select a site for a picnic in the park and mark the location with an X. The students should then provide (north, south, east, west) directions for someone at the north gate to get to the picnic site. For example, go south to the first path. Turn east and continue to the tower. At the tower turn south and meet me under the tree! Next, have students note the relative position of the picnic site to the star in the center. In our example, the picnic site is northeast of the star. <p>Appendix Documents: Park Map Activity Sheet</p> | Providing Practice | |
| 1,2 | 3.EGS.5B | <p>2. Absolute location Objectives: Students will be able to use absolute location to find locations on map.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> • Ask students what they know about longitude and latitude. • Watch the Brainpop on longitude and latitude. • Pull up a map on the smart board. Model for the students how to use coordinates. 38° N, 90° W are the coordinates for St. Charles, MO. • Have the students practice on their own with the following coordinates on a world map: <ul style="list-style-type: none"> ○ 48 degrees () North latitude, 2 degrees () East longitude (France) | Setting Objectives | A/B Critical Thinking |

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| | | <p>19 degrees () North latitude, 154 degrees () West longitude (Hawaii) 40 degrees () North latitude, 116 degrees () East longitude (China) 12 degrees () South latitude, 77 degrees () West longitude (Peru) 33 degrees () South latitude, 151 degrees () East longitude (Australia) 43 degrees () North latitude, 79 degrees () West longitude (Canada) 20 degrees () South latitude, 50 degrees () East longitude (Madagascar)</p> <ul style="list-style-type: none"> Students may have extra practice by playing Bingo. <ul style="list-style-type: none"> Provide a list of 24 country names around the world for which you have coordinates from (source). Have students write the name of each country in a block. Then call out the coordinates of one of the 24 countries. Players X the name of the country that matches those coordinates. The first player to get five Xs in a row is the winner. | Providing Practice | |
| 1,2 | 3.EGS.5A 3EGS.5B | <p>3. Missouri Border States</p> <p>Objectives: Students will be able to read and construct maps.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> Introduce the unit by providing a Border State activity paper for groups of 2 students. Give the students about 10 -15 minutes to look at the pictures and use glossaries, laminated maps, computers, or other classroom resources to try to find a connection between the pictures. Review on a map or online resource to see the location of Missouri on the US map and label the border states. Have students create a model of Missouri and the surrounding 8 border states using Play-Doh or clay. Use the “Play-Doh States” activity paper to work collaboratively in small groups to complete this task. Ask students to think about why people may have settled in Missouri. Why do they think people choose St. Louis and St. Charles for starting a city? Discuss with them how both rivers helped with trading, transportation, and providing a water source. | <p>Setting Objectives</p> <p>Cooperative Learning</p> | <p>A/ B</p> <p>Critical Thinking Collaboration</p> |

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| | | <ul style="list-style-type: none"> • Have students use an Atlas or Google Maps to locate the major rivers of Missouri. • Discuss where these rivers are located and how this has affected population. • They can use yarn to add the Mississippi and Missouri Rivers to the Play-Doh or clay project from today's earlier lesson. • Have students use an Atlas or Google Maps to locate the states that surround Missouri and add them to their maps. • Teachers may choose to have students create a map in other ways as well. Some suggestions may be a poster, online in Google Tools/Drawings, or with recycled materials. | | |
| 1 | 3.EGS.5D 2.EGS.5A | <p>4. Using a Grid System</p> <p>Objectives: Students will understand how a grid system can help them locate places on a map.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> • Invite students to share their experiences from visiting the zoo. What animals did they see? How did they find their way around? • Explain to students that maps have tools on them to help us find our way from place to place. • Show the students a copy of the map from the Lincoln Park Zoo in Chicago, Illinois. • Project the map. Ask students to name some of the animals they might see at this zoo. Ask how you might find the bears. • Explain that instead of reading all of the words on the map that you might use the grids to help you. Maps with grids have clues and the clue for the bear is A3. Move your fingers along the lines and explain that the lines form a pattern of squares that we call grids. Each square has a number and a letter. Find the letter A at the side and the number 1 at the top. Show the students how to find the bears located in A3. • Practice these steps several times. Point out that more than one thing can appear in each grid square. • Give students copies of the map of Chicago. Point out B5. Ask what body of | Setting Objectives | A Communication Collaboration |

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| | | <p>water is found there. Have them practice finding Addison Street. What square runs through it?</p> <ul style="list-style-type: none"> Have students create a quiz with three questions. You may have them play Quiz, Quiz Trade to practice answering other students' questions on how to use a map grid system. <p>Appendix Documents: Chicago Map Lincoln Park Zoo Map</p> | Cooperative Learning | |
| 1, 2 | 3.EGS.5D | <p>5. Activity: Missouri Ecosystems</p> <p>Objectives: Students will know what factors an ecosystem needs to have in order to survive.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> Have students watch Study Jams video on ecosystems. You may want to allow the students to play Quiz, Quiz, Trade with some of the vocabulary such as biotic, abiotic, predator, consumer, etc. Use the Why Would a Hawk Move to New York video to introduce food chains. Have students practice creating food chains by playing the Eat or Be Eaten Card Game. | Cooperative Learning | <p>C/D</p> <p>Critical Thinking Collaboration</p> |

Unit 2: Resources

UNIT RESOURCES

Teacher Resources:

- Books: Atlas
- Websites: Google Maps, [Study Jams](#), [Why Would a Hawk Move to New York video](#)
- Appendix Document:
 - [Eat or Be Eaten Card Game](#)
 - [Chicago Map](#)
 - [Lincoln Park Zoo Map](#)

Student Resources:

- Books: Atlas
- Websites: Google Maps, [Bingo](#)

Vocabulary:

Absolute Location—location of a place based on latitude and longitude.

Compass Rose—figure on a compass, or map that shows directions; **North, East, South, West.**

Ecosystem—a biological community of interacting organisms and their physical environment.

Latitude—measure how far east or west an object is on the Earth.

Longitude—They measure how far north or south an object is on the Earth.

Map Key—list of words that explain symbols on a map or chart.

Unit 3: We Have a Dream

Content Area: Social Studies

Course: Third Grade

UNIT: We Have a Dream

Unit Description:

The unit will focus on the significance of Martin Luther King Jr. Martin Luther King Jr. made important contributions to our society. Students will think about how would our country be different today if Martin Luther King Jr. hadn't been born, and be able to compare how life in the United States is today to how life might have been without Martin Luther King Jr's contributions. Students will take part in a constructive process for resolving conflicts and analyze peaceful resolutions.

Unit Timeline:

Approximately 3 weeks.

DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Be informed citizens that engage with their community.

- Collaborate with others using 21st century skills to deepen their understanding of the world around them.
- Recognize that a person's individuality, contributions, responsibilities, and rights contribute to a community and our country.

Understandings – Students will understand that... (Big Ideas)

1. Effectively communicating through speaking, listening, reading, and writing is essential to becoming a good citizen.
2. Communities thrive when everyone has equal rights yet are allowed to express their individuality.
3. Knowing our history helps us understand how far we've come, and how we ended up where we are currently.
4. Martin Luther King made important contributions to our society.
5. People's lives are different based on the time frame in which you live.

Essential Questions: Students will keep considering...

- What can I do to help my community?
- How can timelines help me understand history?
- How would our country be different today if Martin Luther King Jr hadn't been born?

| Standard | Students will know... | Students will understand... | Students Will Be Able to ... |
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| 3.USH.3aG | Martin Luther King, Jr. is a historical figure who contributed to equal rights for all. | Martin Luther King, Jr. had many positive contributions to our world. | Describe the contributions of Martin Luther King, Jr. |
| 3.PPG.2.A | Peaceful resolution -a peaceful ending to a conflict. | Resolving conflict peacefully is the best way to handle a dispute. | Analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc. |
| 3.RIG.6.C | Constructive process -a way to resolve conflict. | Weighing all options during conflict resolution allows participants to make the best decision. | Take part in a constructive process or method for resolving conflicts (such processes or methods include identifying the problem, listing |

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| | | | alternatives, selecting criteria for judging the alternatives, evaluating the alternatives and making a decision.) |
| 3.TSSI.7A | <p>Auditory aide-an instructional device that can be heard (i.e., video, recording, etc).</p> <p>Graphic aide-picture/illustration used to support text.</p> <p>Visual aide-an instructional device that can be seen (i.e., chart, graphic, map, or model).</p> | Visual, graphic, and auditory aids help a reader or audience grasp the information better. | Identify, select, and use visual, graphic and auditory aids (timelines and diagrams). |

Unit 3: Assessment

EVIDENCE of LEARNING

| <u>Understanding</u> | <u>Standards</u> | <u>Unit Performance Assessment:</u> | <u>R/R Quadrant 21 Century</u> |
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| 3 | 3.TSSI.7A 3.USH.3aG | <p>Description of Assessment Performance Task(s): Students will be creating a pictorial timeline depicting major events in the life of MLK Jr., along with important contributions. Students will be using library and media sources including books, primary and secondary sources to research.</p> <p>Teacher will assess: Students will be assessed on the quality of content including all major events, the quality of facts including at least 8-10 events, the accuracy of content, sequence of content including accurate dates, sentence fluency and mechanics in their completed timeline.</p> <p><u>Performance:</u></p> | <p>C/ D</p> <p>Critical thinking Communication Creativity</p> |

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| | | <p>Mastery: Students will show that they really understand when they score a 3 or higher using the given scoring guide. Students will be given this ahead of time with the timeline instructions.</p> <p>Scoring Guide: Rubric-timeline MLK Martin-luther-king-jr-timeline-project </p> | |
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Unit 3: Sample Activities

SAMPLE LEARNING PLAN

| <u>Understanding</u> | <u>Standards</u> | <u>Major Learning Activities:</u> | <u>Instructional Strategy Category:</u> | <u>R/R Quadrant: 21C:</u> |
|----------------------|---------------------------------------|---|---|---|
| 3 | 3.TSSI.7.A 3.RIG.6.C 3.USH.3a.G | <p>1. I am Martin Luther King Jr. by Brad Meltzer Human Interactive Timeline' and Problem Solving Activity</p> <p>Objectives: Students will create a human interactive timeline of events in Martin Luther King Jr's life.</p> <p>Students will listen to the book I am Martin Luther King Jr. by Brad Meltzer. This book is part of a series called Ordinary People Change the World. You can use the following link to access the book online through Grammy's Book Nook.</p> <ul style="list-style-type: none"> While listening to the book, students will record the problems Martin Luther King Jr. faced in his life, along with the solutions. After listening to the story, hand out various pictures from the text. | Summarizing Note-taking | <p>C</p> <p>Collaboration Communication Critical thinking</p> |

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| 3 | 3.PPG.2.A | <p>2. <i>Freedom on the Menu</i></p> <p>Objectives: Students will analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principals, etc.</p> <p>Teacher will lead a discussion using the following prompts.</p> <ul style="list-style-type: none"> ○ Think of something you're not allowed to do. Why can't you do it? Who keeps you from doing it? ○ What could you do to convince someone to let you do it? ● Teacher will give background information on the book and the time period. ● Teacher will hand out the Solution Evaluation Graphic Organizer. ● Teacher will read and discuss the book <i>Freedom on the Menu</i>. Stop throughout the book for students to jot dot problems and solutions. ● Students will be completing the Solution Evaluation Graphic Organizer. <p>Appendix Documents:</p> <p>Thinkfinity Freedom on the Menu Guide and Background Information</p> <p>Solution Evaluation Graphic Organizer</p> | <p>Setting Objectives</p> <p>Identifying Similarities & Differences</p> <p>Summarizing / Note Taking</p> <p>Generating & Testing Hypothesis</p> | <p>C/D Communication Critical Thinking</p> |
| 3 | 3.TSSI.7.A 3.RIG.6.C | <p>3. <i>Rosa's Bus</i></p> <p>Objective: Students will take part in a constructive process or method for resolving conflicts including listing the problem, listing alternatives, selecting criteria for judging the alternatives, evaluating the alternatives, and making a decision.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> ● Read the book <i>Rosa's Bus</i>. ● Question students throughout the story. Example questions: <ul style="list-style-type: none"> ○ Look at all the faces in the book. Why do you think the artists drew the faces showing very little emotion? Why was not riding the bus hard for black people? What do you know about the location where this story took place? ● Teacher/students will create a solution / evaluation chart as they go through the story. ● After listening to the story, students will be creating a newspaper journal entry summarizing one event from the story. <p>Appendix Documents:</p> | <p>Setting Objectives</p> <p>Summarizing & Note Taking</p> <p>Identifying Similarities & Differences</p> <p>Generating & Testing Hypothesis</p> | <p>C/D Communication Critical Thinking Creativity</p> |

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| | | Solution Evaluation Newspaper Template | | |
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Unit 3: Resources

| UNIT RESOURCES | | | | |
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| <p><u>Teacher Resources:</u></p> <ul style="list-style-type: none"> • https://www.youtube.com/watch?v=Vxy5oDYP5D0 link to I Am Martin Luther King Jr. on Grammy's Book Nook <ul style="list-style-type: none"> • <i>My Dream of Martin Luther King</i> • <i>My Brother Martin</i> • <i>My Uncle Martin's Big Words for America</i> • <i>My Uncle Martin's Big Heart</i> • Appendix Documents | | | | |
| <p><u>Student Resources:</u> This may include:</p> <ul style="list-style-type: none"> • <i>Martin Luther King Jr.</i> book | | | | |
| <p><u>Vocabulary:</u></p> <p>Auditory aide-an instructional device that can be heard (i.e. video, recording, etc). Constructive process-a way to resolve conflict. Contribute-to give (relate to the word contribution and the act of giving to a community). Courage-the ability to do something that you know is dangerous or difficult. Equality-to be equal or fair for all groups of people. Graphic aide-picture/illustration used to support text. Leadership (connect to the word "lead" in writing) to lead a group of people. Nonviolent- peacefully resistant, as in response to or protest against injustice, especially on moral or philosophy. Peaceful resolution-a peaceful ending to a conflict. Visual aide-an instructional device that can be seen (i.e., chart, graphic, map, or model).</p> | | | | |

Unit 4: Civics

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| Content Area: Social Studies | Course: Third Grade | UNIT: Civics |
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| Unit Description: This unit will focus on being a good citizen and making decisions; understanding symbols/significant individuals; the importance of the Constitution and the three branches of government. It will also focus on the economic concepts of taxes, goods and services, resources and cost-benefit analysis. | Unit Timeline: 3 weeks |
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to.....*

- Be informed citizens that engage with their community.
- Collaborate with others using 21st century skills to deepen their understanding of the world around them.
- Recognize that a person's individuality, contributions, responsibilities, and rights contribute to a community and our country.

Understandings – *Students will understand that... (Big Ideas)*

1. The three branches of government work together to guide our nation.
2. Effectively communicating through speaking, listening, reading, and writing is essential to becoming a good citizen.
3. Being a good citizen involves many responsibilities.

Essential Questions: *Students will keep considering...*

- Why is it important to be a good citizen?
- What is an economic resource and what purpose does it serve?
- How is the government structured?
- How would our country be different without government?

- How can timelines help me understand history?

| Standard | Students will know... | Students will understand... | Students Will Be Able to ... |
|-----------|---|--|---|
| 3.PPG.2.C | <p>Executive Branch-branch of government that carries out the laws. It is made up of the President of the United States, Vice President, and Cabinet.</p> <p>Judicial Branch-branch of government that interprets laws. It's made up of the Supreme Court and other Federal Courts.</p> <p>Legislative Branch-branch of government that makes the laws. It is made up of Congress, Senate, and House of Representatives.</p> | The branches of government interact with each other to create a checks and balances effect. | Identify and explain the functions of the Three Branches of Government in the federal government. |
| 3.PPG.2.C | <p>Authoritative Decision--the act or result of making a choice by a person or a body of authority after careful thought and consideration.</p> <p>Enforce-to make sure that people do what is required by (a law, rule, etc.).</p> | Each branch of government has a job in the checks and balances of our authoritative decisions. | Describe how authoritative decisions are made, enforced, and interpreted within the federal government. |
| 3.PR.1.D | Anthem -a song that is important to a particular group of people. The National Anthem is a patriotic song for the United States. | Anthems are a song that demonstrates pride in something. | Explain how the National Anthem symbolizes our nation. |

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| 3.PR.1.C | Constitution -laws and principles by which the United States is governed. | The purpose of the Constitution is to protect the people of the United States. | Identify the purpose of the Constitution. |
| 3.PR.1.C | Declaration of Independence -an official act by the 13 original colonies declaring independence from British rule. | The purpose of the Declaration of Independence is to declare independence from Britain. | State the main purposes of the Declaration of Independence. |

Unit 4: Assessment

EVIDENCE of LEARNING

| <u>Understanding</u> | <u>Standards</u> | <u>Unit Performance Assessment:</u> Description of Assessment Performance Task(s): | <u>R/R Quadrant</u> <u>21 Century</u> |
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| 2,3 | 3.PR.1A 3.PR.1B 3.PPG.2C 3.PPG.2C | Students' hands-on experience of how the three branches of government interact with each other to create new legislation. The students will experience passing new legislation through the 3 branches of government. Three Branches of Government Performance Event Scoring Guide | C Critical thinking Collaboration Communication Creativity |

Unit 4: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: *Why do we need laws? What would our school look without them?*

| <u>Understanding</u> | <u>Standards</u> | <u>Major Learning Activities:</u> | <u>Instructional Strategy Category:</u> | <u>R/R Quadrant: 21C:</u> |
|----------------------|------------------|---|---|---------------------------------|
| 1,2,3 | PR.1A ISTE 1 | <p>1. What is a law? Why do we need them?</p> <p>Objective: Students will identify why we have laws and ordinances.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> Explain many products we use have safety labels (glue, paint, medicine, cleaning products) to keep us safe. Like safety labels, communities have laws to keep us safe. Ask <i>What places/communities have laws? What laws are needed? Why? Turn and talk to your partner.</i> Read/listen “What if Everybody Did That?” by Ellen Javernick Place students in groups to discuss the need for laws. <p>Students will:</p> <ul style="list-style-type: none"> Use Google Classroom/padlet, label several pads with places in the community familiar to the students (ex., park, school, bus, store). Under the columns in padlet, the students are to add to the list of laws for each place in the community. Discuss what laws need to be made for the following scenarios? <ul style="list-style-type: none"> Dogs are roaming the streets and destroying property. Bicyclists get hurt riding down the road. People are dumping trash in the street. Some of the residents are refusing to mow their lawns. | <p>Setting Objectives</p> <p>Reinforcing Effort Providing Recognition</p> | <p>C</p> <p>Communication</p> |
| 2,3 | PR.1B | <p>2. Rights and Responsibilities</p> <p>Objectives: Students will know the difference between a right and responsibility, including respect and treating others fairly.</p> <p><i>A right is a protected freedom, such as the right to free speech and religion. A responsibility is a duty or something you should do, such as recycling or doing your homework.</i></p> | <p>Setting Objectives</p> <p>Cooperative</p> | <p>A/B</p> <p>Collaboration</p> |

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| | | <p><i>*Ask students what they think it means to be a citizen. Do citizens have any rights? Do they have responsibilities? If so, where do those come from?</i></p> <p>Show Brainpop JR "Rights and Responsibilities". (This website offers lesson plans and activities linked to this standard.)</p> <p>As a class, fill in the Citizenship Pyramid (guided by teacher) or by Powerpoint.</p> <p>Complete kahoot quiz as a class.</p> | Learning | |
| 1 | PPG.2C | <p>3. Identify and explain the functions of the three branches of government in the federal government.</p> <p>Objectives: Students will understand each branch of government and the key people, groups, and jobs.</p> <p>Students will:</p> <ul style="list-style-type: none"> • Brainstorm a list of the different people in a school and what their main job duty is (teacher, principal, cafeteria worker, custodian, etc.). • Work in collaborative groups to create a list on post its. <p>Teacher will:</p> <ul style="list-style-type: none"> • Just like our school, our country works together to make important decisions. • Discuss how the different jobs work together to make the school successful and run smoothly. • Explain how our government works the same way. <i>The government is divided into 3 branches. Each branch has a specific job, but they work together. All of the branches are of the same importance. Each of them has equal powers.</i> • Using a graphic organizer, matrixed into the who makes up the branch? Where the branch is located? What they do? How long do they serve? | Summarizing Note-taking | A/B Communication Critical Thinking |

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|---|-------|--|--|---------------------------------|
| | | <p>Why this branch is important?</p> <ul style="list-style-type: none"> Using resources such as Pebble Go, TrueFlix, Ducksters, and BrainPOP Jr. collect information to fill in Matrix. This can be completed independently (pushed through Google Classroom), in small groups, or as a whole class. In small groups, give each group cards to sort. Cards will be labeled: <ul style="list-style-type: none"> Legislative Branch, Executive Branch, Judicial Branch, Congress, Legislator, House of Representatives, Senate, President, Vice-President, Cabinet, Supreme Court, Justice, Enforces Laws, Makes Laws, Interprets Laws. Instruct students to sort the cards, matching each branch of government with the people who work for that branch. Then match the branch with its primary responsibility. ASSIGN Branch Sort game on BrainPOP Jr. to check for understanding or Branch-O-Mania from Ben's Guide to Government. <p>Appendix Documents: Card to Sort</p> | | |
| 1 | PR.1D | <p>4. Explain how the National Anthem symbolizes our nation.</p> <p>Objectives: Students know the importance of the lyrics of the national anthem.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> Ask students: <ul style="list-style-type: none"> Where have you seen the American flag? What does it mean to you? Why is the flag flown? Inform students the flag is a symbol of freedom. A symbol represents a group or idea. For example, what do the golden arches represent? (McDonalds) How about mouse ears? (Mickey Mouse/ Disney) Show the students a picture of the American flag. Discuss the meaning of the stars and stripes and the history behind the song. The Star-Spangled Banner was written during the American victory during the War of 1812 by Francis Scott key. The American flag, was flying high in the distance over Fort McHenry. It was so large that it was hard to miss. The flag was 30 by 42 feet. It took 6 women to make | <p>Setting Objectives</p> <p>Non-linguistic Representation</p> | <p>A,B</p> <p>Communication</p> |

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| | | <p>the flag. The flag weighed 50 pounds. There were 15 stars and stripes (15 colonies at the time). It was completed in 6 weeks. As the war raged around the Fort, it was still flying the next morning. The Americans were victorious. This inspired Key to write the poem, "The Star-Spangled Banner".</p> <ul style="list-style-type: none"> • View "The Star-Spangled Banner" on Bookflix. • Dissect the anthem, line by line, in "modern day" language. What is the author trying to say? What is the tone of the anthem? This can be completed as a class, in small groups (giving each group a line of the anthem), or independently. | | |
| 1 | 3.PR.1C | <p>5. Declaration of Independence and the Constitution.</p> <p>Objectives: Students will state the purpose of the Declaration of Independence and Constitution.</p> <p>Teacher will:</p> <ul style="list-style-type: none"> • Share Brainpop video on the U.S. Constitution while students take notes on a Post it about the purpose of the Constitution. • Place students in CL groups to discuss the purpose of the Constitution. • Share Brainpop video on the Declaration of Independence while students take notes about the purpose of it. • Place students in CL groups to discuss the purpose of the Declaration of Independence. • Lead students through a discussion about how the Constitution and the Declaration of Independence changed the United States from what it used to be to what it is now. <p>Students will:</p> <ul style="list-style-type: none"> • Create a Venn diagram or some sort of matrix comparing and contrasting the purposes of the Constitution and the Declaration of Independence. | <p>Setting Objectives</p> <p>Cooperative Learning</p> <p>Similarities & Differences</p> | <p>B Communication Collaboration Critical Thinking</p> |

Unit 4: Resources

UNIT RESOURCES

Teacher Resources:

- [iCivics](#)
- [“What if Everybody Did That?” by Ellen Javernick](#)
- [Branches of Government Sorting Cards](#)
- [Citizenship Pyramid](#)
- [kahoot](#)
- [padlet](#)

Student Resources:

- [TrueFlix](#)
- [Pebble Go](#)
- Bookflix
- Ben’s Guide to Government
- [Ducksters](#)

Vocabulary:

Anthem-a song that is important to a particular group of people. The National Anthem is a patriotic song for the United States.

Authoritative Decision--the act or result of making a choice by a person or a body of authority after careful thought and consideration.

Constitution-laws and principles by which the United States is governed.

Declaration of Independence-an official act by the 13 original colonies declaring independence from British rule.

Enforce-to make sure that people do what is required by (a law, rule, etc.).

Executive Branch-branch of government that carries out the laws. It is made up of the President of the United States, Vice President, and Cabinet.

Federal-relating to the central government.

Government – the group of people who control and make decisions for a country, state, etc.

Interpret-to explain the meaning of.

Judicial Branch-branch of government that interprets laws. It’s made up of the Supreme Court and other Federal Courts.

Law – a rule of conduct or action that a nation or a group of people agrees to follow.

Legislative Branch-branch of government that makes the laws. It is made up of Congress, Senate, and House of Representatives.

Ordinance – a law or regulation especially of a city or town.

Right-a protected freedom, such as the right to free speech and religion.

Responsibility-a duty or something you should do, such as recycling or doing your homework.

