

Course/Grade Level: Third Grade Social Studies Curriculum

Focus : Students will compare/contrast different communities, as well as relate these differences to the local community's history.

Reading indicators should be used with each outcome of Social Studies: context clues, word structure, text features, inferences/draw conclusions, compare and contrast, cause and effect, retell/paraphrase, topic/main idea/supporting idea, author's purpose, author's position, fact and opinion.

SS.3.1 Students will analyze the importance of a community's citizens and government and relate it to their surrounding world.

Students will...

- SS.3.1.1 explain the purpose of rules and laws and why they are important in a community. (C3B111)
- SS.3.1.2 recognize that *citizenship* has *rights, privileges, and civic responsibilities* (e.g. *community* service, voting, treating others with respect). (C3B411)
- SS.3.1.3 define *government* as people or groups who make, apply, and enforce rules and laws for others within a family, school, or *community*. (C3B511)
- SS.3.1.4 identify the different steps of a Community Ladder (home/family, neighborhood, town, county, state, country, continent, planet)

SS.3.2 Students will analyze the major concepts of his/her community's economy.

Students will...

- SS.3.2.1 ★ roleplay that there are not enough available resources to satisfy all *wants* for *goods* and *services*. (E3B111)
Instructional Example: Create a mini-*community* in the classroom. Decide what goods and services are most important to a community. Make a list and assign jobs. Explain why his/her job is important to the community and how it helps meet the community needs.
- SS.3.2.2 ★ identify and give examples of *markets* that occur when buyers and sellers exchange *goods* and *services* in the *community*. (E3B211)
Instructional Example: Make a list of businesses, stores or services in the community. Discuss what goods and/or services are exchanged.
- SS.3.2.3 ★ list *goods* and *services* in the *community* that are paid for by taxes (e.g. roads, parks, schools, fire protection). (E3B411)
- SS.3.2.4 ★ analyze how *needs* and *wants* are met through *spending* and saving decisions. (E3B511)
- SS.3.2.5 ★ identify consequences of *borrowing* and *lending*. (E3B512)
- SS.3.2.6 ★ give an example of *income* and how the money was spent or saved. (E3B513)

SS.3.3 Students will utilize maps, globes, and tools to develop an awareness of the earth's features.

Students will...

- SS.3.3.1 ★ apply *geographic* tools, including grid systems, symbols, *legends*, scales and a *compass rose* to construct and interpret maps. (G3B111)
- SS.3.3.2 ★ identify and gives examples of the difference between political and *physical features* on a map. (G3B113)
- SS.3.3.3 ★ locate the oceans and continents on a map and globe (Pacific, Atlantic, Arctic, and Indian Ocean; North America, South America, Asia, Australia, Europe, Africa, Antarctica). (G3B114)

SS.3.4 Students will relate the size and characteristics of his/her community to the earth and its physical systems, as well as examine human and physical interactions.

Students will...

- SS.3.4.1 compare and contrast characteristics of urban, suburban, and rural areas. (G3B115)
- SS.3.4.2 ★ explain reasons for the particular *locations* in a *community* that are used for certain human activities (e.g. residential, commercial, industrial, transportation, recreation, agricultural). (G3B116)
Instructional Example: Provide each group with a simple hand-drawn map that includes various physical features (rivers, hills, plains) and an envelope with cut-out symbols to represent residential, commercial, agricultural, industrial, transportation, and recreation areas. Each group arranges these symbols on their map and justifies their choice of locations.
- SS.3.4.3 ★ locate major physical features (Los Angeles, New York City, Denver, Chicago, his/her county, his/her neighboring cities, his/her county seat). (G3B117)
- SS.3.4.4 ★ identify the physical characteristics of the local *community* (e.g. landforms, bodies of water, *natural resources*, weather, seasons). (G3B211)
- SS.3.4.5 ★ compare and contrast various *ecosystems* in the *community* (e.g. *locations* and characteristics of plant and animal life). (G3B311)
Instructional Examples:
 - Illustrate a food chain by sequentially ordering pictures of a variety of living things: fungi, insects, plants, animals
 - Illustrate or make dioramas of habitats of Kansas wildlife. Map the habitat locations: black squirrels in Marysville, gray bats in the Pittsburg area.

(continued...)

- SS.3.4.6 ★ examine how people in their *community* interact with people in other communities in Kansas. (G3B4I1)
- SS.3.4.7 ★ explain the consequences of human modifications in their *community* on the environment over time(e.g. flood control, mining, farming, chemical uses, community development, transportation). (G3B5I1)
- SS.3.4.8 ★ identify ways in which human activities are impacted by the physical environment (e.g. types of housing, agricultural activities, fuel *consumption*, clothing, recreation, jobs, *resource* availability.) (G3B5I2)

SS.3.5 **Students will compare and contrast his/her community with other communities and analyze the local community's history.**
Students will...

- SS.3.5.1 ★ compare and contrast life in his/her *community* with another community. (e.g. population/location, jobs, customs, history, natural *resources*, *ethnic groups*, local government). (H3B2I1)
- SS.3.5.2 ★ retell the history of the *community* using local documents or *artifacts*. (H3B2I2)
- SS.3.5.3 locate and explain the importance of landmarks and historical sites within the local *community* of his/her region of Kansas. (H3B3I2)
- SS.3.5.4 ★ create and use timelines to illustrate a *community's* history. (H3B4I1)
Instructional Example: Study a historical topic, write an important fact about the topic on paper (total of 5-7 facts), give the facts to a small group of students and have them arrange themselves in order along a timeline.
- SS.3.5.5 ★ summarize and draw conclusions in his/her own words. (H3B4I4)