

SENECA VALLEY SCHOOL DISTRICT

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CURRICULUM

Course Title:	Social Studies
Course Number:	
Grade Level(s):	3
Minutes Per Week:	Approx. 100 Minutes
Length of Course:	Full Year
Credits:	
Faculty Author(s):	Sara Cassell, Deborah Powell, Tim Landry
Date:	May 2, 2012

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**COURSE DESCRIPTION:**

The students will learn about the development of different types of communities and how culture, time, and geography have influenced the formation, type, economics, and laws of those communities.

Students will be involved in various instructional activities that focus on the integration of map skills, interpreting data, research skills, and communication skills. While they are applying these skills the history, geography, culture, economics, and government of our local communities, state, national, and world communities will be addressed.

**The state has developed anchors (points of focus) in Social Studies. The anchors specify eligible content for the content areas. The anchors include standards 1.1, 1.2, and 1.3**

**The Objectives that address anchors have been bolded.**

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

COURSE OUTLINE	OBJECTIVES (PA standard)			
<p><b>ECONOMICS</b></p> <p>I. Economic systems</p> <p>A. Describe how individuals, families and communities with limited resources make choices.</p> <p>B. Describe alternative methods of allocating goods and services and advantages and disadvantages of each.</p> <p>C. Identify local economic activities.</p> <ul style="list-style-type: none"> <li>• Employment</li> <li>• Output</li> </ul> <p>D. Identify examples of local businesses opening, closing, expanding or contracting.</p> <p>II. Markets and the Function of Governments</p> <p>A. Define and identify goods, services, consumers and producers.</p> <p>B. Identify ways local businesses compete to get consumers.</p> <p>C. Identify and compare means of payment.</p> <ul style="list-style-type: none"> <li>• Barter</li> <li>• Money</li> </ul> <p>D. Identify groups of</p>	<p>A. Students will:</p> <ul style="list-style-type: none"> <li>-Analyze economic choices.</li> <li>-Participate in JA Day</li> </ul> <p>B. Students will:</p> <ul style="list-style-type: none"> <li>-Participate in JA Day</li> <li>-Compare bartering for goods and using money to obtain goods</li> </ul> <p>C. Students will:</p> <ul style="list-style-type: none"> <li>-participate in JA Day</li> <li>-look at employment opportunities in a the local newspaper and other sources</li> </ul> <p>D. Students will:</p> <ul style="list-style-type: none"> <li>-discuss current events in their local area and effects on the community</li> <li>-participate in JA Day</li> </ul> <p>A. Students will:</p> <ul style="list-style-type: none"> <li>-Create economic vocabulary list (word wall, cards, notebook)</li> <li>-participate in JA Day</li> </ul> <p>B. Students will:</p> <ul style="list-style-type: none"> <li>-Analyze how advertising influences people’s choice of products.</li> <li>-participate in JA Day</li> </ul> <p>C. Students will:</p> <ul style="list-style-type: none"> <li>-compare bartering for goods with money to obtain goods.</li> <li>-participate in JA Day</li> </ul> <p>D. Students will:</p>			

<p>competing producers in the local area.</p> <p>E. Identify who supplies a product and who demands a product.</p> <p>F. Define price and identify the prices of different items.</p> <p>G. Define what a tax is and identify a tax paid by most families.</p> <p>H. Identify government involvement in local economic activities.</p> <p>I. Identify goods and services produced by the government (e.g., postal service, food inspection).</p> <p>J. Explain the relationship between taxation and government services.</p> <p>K. Identify forms of advertising designed to influence personal choice.</p> <p>L. Explain why most countries create their own form of money.</p>	<p>-analyze how advertising influences people's choice of products.</p> <p>-participate in JA Day</p> <p>E. Students will:</p> <p>-define consumers and producers</p> <p>-participate in JA Day</p> <p>-Identify who supplies a product and who demands a product.</p> <p>-Identify who supplies a product and who demands a product.</p> <p>F. Students will:</p> <p>-Compare sales flyers from various stores in the community</p> <p>-participate in JA Day</p> <p>G. Students will:</p> <p>-Discuss and interview their families</p> <p>H. Students will:</p> <p>-discuss current events</p> <p>-participate in JA Day</p> <p>I. Students will:</p> <p>-List and discuss government jobs and services</p> <p>-participate in JA Day</p> <p>J. N/A</p> <p>K. Students will:</p> <p>-Collect examples of various forms of advertising and discuss effects</p> <p>-participate in JA Day</p> <p>L. Students will:</p> <p>-Share examples of currency from various countries and discuss reasons for various currency</p> <p>-JA Day</p>			
<p>III. Scarcity and Choice</p> <p>A. Define scarcity and identify limited resources.</p> <p>B. Identify and define wants of different people.</p> <p>C. Identify and define natural, human and capital resources.</p> <p>D. Identify costs and benefits associated with an economic decision.</p> <p>E. Explain what is given up</p>	<p>A. Students will:</p> <p>-Discuss resources of various geographical areas</p> <p>-JA Day</p> <p>B. Students will:</p> <p>-Analyze economic choices</p> <p>-JA Day</p> <p>C. Students will:</p> <p>-Create a web</p> <p>-JA Day</p> <p>D. Students will:</p> <p>-Make economic decisions when planning a classroom activity</p>			

<p>when making a choice.</p> <p>F. Explain how self-interest influences choice.</p>	<p>-JA Day</p> <p>E. Students will: Analyze economic choices</p> <p>F. Students will: List and discuss examples</p>			
<p>IV. Economic Interdependence</p>				
<p>A. Define specialization and the concept of division of labor.</p>	<p>A. NA</p>			
<p>B. Explain why people trade.</p>	<p>B. Students will: Evaluate the function of trade</p>			
<p>C. Explain why goods, services and resources come from all over the nation and the world.</p>	<p>C. Students will: -Analyze the importance of international trade today and in the past -JA Day</p>			
<p>D. Identify local resources.</p>	<p>D. Students will: Chart and list available resources in the community</p>			
<p>E. natural (renewable, nonrenewable and flow resources)</p>	<p>E. Students will: Explain how countries depend on one another economically</p>			
<p>F. Define specialization and identify examples of interdependence.</p>	<p>F. Students will: Discuss resources from various geographical regions and why</p>			
<p>G. Explain why some products are produced locally while others are not.</p>	<p>G. Students will:</p>			
<p>H. Identify local geographic patterns of economic activities.</p>	<p>H. View resources maps of the local area</p>			
<ul style="list-style-type: none"> <li>• Agriculture</li> <li>• Travel and tourism</li> <li>• Mining and mineral extraction</li> <li>• Manufacturing</li> <li>• Wholesale and retail</li> <li>• Health services</li> </ul>				

<p>V. Work and Earnings</p> <p>A. Explain why people work to get goods and services.</p> <p>B. Identify different occupations.</p> <p>C. Describe businesses that provide goods and businesses that provide services.</p> <p>D. Define profit and loss.</p> <p>E. Identify examples of assets.</p> <p>F. Tangible (e.g., houses, cars, jewelry)</p> <p>G. Financial assets (e.g., stocks, bonds, savings accounts)</p> <p>H. Define entrepreneurship and identify entrepreneurs in the local community.</p> <p>I. Define saving and explain why people save.</p> <p>J. Explain how banks bring savers and borrowers together.</p>	<p>A. Students will: Interview various adults in the community</p> <p>B. Students will: Make a list of various occupations</p> <p>C. Students will: Discuss and create a graphic organizer</p> <p>D. Participate in JA Day</p> <p>E. NA</p> <p>F. Participate in JA Day</p> <p>G. Students will: Participate in school banking program</p> <p>H. Students will: I. Participate in school banking program J. Participate in school banking program</p>			
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COURSE OUTLINE	OBJECTIVES (PA standard)			
<p><b>GEOGRAPHY</b></p> <p>I. Basic Geographic Literacy</p> <p>A. Identify geographic tools and their uses.</p> <ul style="list-style-type: none"> <li>• Characteristics and purposes of different geographic representations <ul style="list-style-type: none"> <li>➤ Maps and basic map elements</li> <li>➤ Globes</li> <li>➤ Graphs</li> <li>➤ Diagrams</li> <li>➤ Photographs</li> </ul> </li> <li>• Geographic representations to display spatial information <ul style="list-style-type: none"> <li>➤ Sketch maps</li> <li>➤ Thematic maps</li> </ul> </li> <li>• Mental maps to describe the human and physical features of the local area</li> </ul> <p>B. Identify and locate places and regions.</p> <ul style="list-style-type: none"> <li>• Physical features <ul style="list-style-type: none"> <li>➤ Continents and oceans</li> <li>➤ Major landforms, rivers and lakes in North America</li> <li>➤ Local community</li> </ul> </li> <li>• Human features <ul style="list-style-type: none"> <li>➤ Countries that border US</li> <li>➤ PA and border states</li> <li>➤ Major PA Cities</li> <li>➤ Local community</li> </ul> </li> <li>• Regions as areas with unifying geographic characteristics</li> </ul>	<p>A. Students will...</p> <ul style="list-style-type: none"> <li>-use maps and globes to develop basic map reading skills (map keys, scales, cardinal/intermediate directions, and symbols).</li> <li>-use a map to find a specific location.</li> <li>-locate different places on a map using a map key.</li> <li>-use information from a table to compare information and numbers.</li> </ul> <p>B. Students will...</p> <ul style="list-style-type: none"> <li>-describe and identify the physical features of a place by looking at a landform map.</li> <li>-classify a location by country and by continent and identify major oceans.</li> <li>-demonstrate the ability to locate continents, countries, states, cities, local community, points of interest on a variety of map resources.</li> </ul>			

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<p>➤ Physical regions (e.g., landform regions, climate regions, river basins)</p> <p>➤ Human regions (e.g., neighborhoods, cities, states, countries)</p> <p>II. The Physical Characteristics of Places and Regions</p> <p>A. Identify the physical characteristics of places and regions.</p> <ul style="list-style-type: none"> <li>• Physical properties <ul style="list-style-type: none"> <li>➤ Landforms</li> <li>➤ Bodies of water</li> <li>➤ Weather and climate</li> <li>➤ Vegetation and animals</li> </ul> </li> </ul> <p>B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <ul style="list-style-type: none"> <li>• Earth-sun relationships</li> <li>• Extreme physical events</li> </ul> <p>III. The Human Characteristics of Places and Regions</p> <p>A. Identify the human characteristics of places and regions by their population characteristics.</p>	<p>A. Students will...</p> <p>-identify and label hills, plains, plateaus, mountains, continents, islands, and bodies of water on a landform map.</p> <p>B. Students will...</p> <p>-discuss and describe how unplanned changes including disasters such as earthquakes, floods, fires, or hurricanes cause enormous sudden change</p> <p>A. Students will...</p> <p>-compare and contrast population tables</p>			

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<ul style="list-style-type: none"> <li>• The number and distribution of people in the local community</li> <li>• Human movement in the local community</li> </ul> <p>B. Identify the human characteristics of places and regions by their cultural characteristics.</p> <ul style="list-style-type: none"> <li>• Components of culture</li> <li>• Ethnicity of people in the local community</li> </ul> <p>C. Identify the human characteristics of places and regions by their settlement characteristics.</p> <ul style="list-style-type: none"> <li>• Types of settlements</li> <li>• Factors that affect where people settle</li> </ul> <p>D. Identify the human characteristics of places and regions by their economic activities.</p> <ul style="list-style-type: none"> <li>• Location factors in the spatial distribution of economic activities <ul style="list-style-type: none"> <li>➤ Producers of consumer products and services</li> <li>➤ Products of farms and factories at the local and regional level</li> </ul> </li> <li>• Spatial distribution of resources <ul style="list-style-type: none"> <li>➤ Non-renewable resources</li> <li>➤ Renewable resources</li> <li>➤ Flow resources (e.g., water power, wind power)</li> </ul> </li> </ul>	<p>B. Students will...</p> <ul style="list-style-type: none"> <li>-discover how the geographic location of a community impacts and influences its culture.</li> </ul> <p>C. Students will...</p> <ul style="list-style-type: none"> <li>-research the reasons why communities were settled based on climate, available natural resources, and physical features.</li> </ul> <p>D. Students will...</p> <ul style="list-style-type: none"> <li>-analyze why communities are settled near certain types of water bodies.</li> <li>-identify human-made features of a place.</li> <li>-identify natural resources that encourage the development of agriculture or industry.</li> <li>-analyze the growth of a community based on its resources.</li> <li>-interpret symbols on a product map learn about the agriculture/industry</li> </ul>			

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<p>IV. Interactions between People and Places</p> <p>A. Identify the impacts of physical systems on people.</p> <ul style="list-style-type: none"> <li>• How people depend on, adjust to and modify physical systems on a local scale</li> <li>• Ways in which natural hazards affect human activities</li> </ul> <p>B. Identify the impacts of people on physical systems.</p> <ul style="list-style-type: none"> <li>• Effects of energy use</li> <li>• Ways humans change local ecosystems</li> </ul>	<p>A. Students will...</p> <p>-discuss and list how natural hazards affect communities and the people who live there.</p> <p>-hypothesize what factors might cause rapid change.</p> <p>B. Students will...</p> <p>-analyze how changes affect the community and the local ecosystems.</p>			

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<p><b>HISTORY</b></p> <p>I. Historical Analysis and Skills Development</p> <p>A. Understand chronological thinking and distinguish between past, present and future time.</p> <ul style="list-style-type: none"> <li>• Calendar time</li> <li>• Time lines</li> <li>• Continuity and change</li> <li>• Events (time and place)</li> </ul> <p>B. Develop an understanding of historical sources.</p> <ul style="list-style-type: none"> <li>• Data in historical maps</li> <li>• Visual data from maps and tables</li> <li>• Mathematical data from graphs and tables</li> <li>• Author or historical source</li> </ul> <p>C. Understand fundamentals of historical interpretation.</p> <ul style="list-style-type: none"> <li>• Difference between fact and opinion</li> <li>• The existence of multiple points of view</li> <li>• Illustrations in historical stories</li> <li>• Causes and results</li> <li>•</li> </ul> <p>D. Understand historical research.</p> <ul style="list-style-type: none"> <li>• Event (time and place)</li> <li>• Facts, folklore and fiction</li> <li>• Formation of a historical question</li> <li>• Primary sources</li> <li>• Secondary sources</li> <li>• Conclusions</li> </ul>	<p>A. Students will: Create a timeline -personal -community -historical events</p> <p>B. Students will: Be exposed to various forms of historical sources</p> <p>C. Students will: Discuss the various points of view and historical interpretations during current events</p> <p>D. Students will: conduct historical research of a person of historical significance in the school library</p>			

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<p><b>II. Pennsylvania History</b></p> <p>A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history (focusing on early migration until the colonies-1753)</p> <ul style="list-style-type: none"> <li>• William Penn</li> <li>• Benjamin Franklin</li> <li>• Pennsylvanians impacting American Culture</li> <li>• Local historical figures in municipalities and counties.</li> </ul> <p>B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.</p> <ul style="list-style-type: none"> <li>• Artifacts, Architecture and Historic Places</li> <li>• Liberty Bell</li> <li>• Official Commonwealth symbols</li> </ul> <p>C. Identify and describe how continuity and change have influenced Pennsylvania history (focusing on early migration until the colonies- 1753).</p> <ul style="list-style-type: none"> <li>• Belief Systems and Religions</li> <li>• Commerce and Industry</li> <li>• Innovations</li> <li>• Politics</li> <li>• Settlement Patterns</li> <li>• Social Organization</li> <li>• Transportation</li> </ul>	<p>A. Students will: Compile facts about significant individuals through film, reads aloud, and other various resources</p> <p>B. Students will: Compile data and facts about significant artifacts through film, text, and various other resources</p> <p>C. Students will...</p> <ul style="list-style-type: none"> <li>-create time lines for events in Pennsylvania history from early migration to the start of the French and Indian War</li> <li>-list and describe the names and the way of life of the Native American groups that lived in Pennsylvania in the 1600's</li> <li>-identify different peoples that settled in early Pennsylvania</li> <li>-discuss how the frontier was settled</li> <li>-research, summarize, and discuss the major events of Pennsylvania history using various non-fiction materials</li> </ul>			

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<p>D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.</p> <ul style="list-style-type: none"> <li>• Domestic Instability</li> <li>• Ethnic and Racial Relations</li> </ul> <p><b>III. United States History</b></p> <p>A. Identify contributions of individuals and groups to United States history.</p> <ul style="list-style-type: none"> <li>• George Washington</li> <li>• Thomas Jefferson</li> <li>• Abraham Lincoln</li> <li>• Theodore Roosevelt</li> <li>• Franklin D. Roosevelt</li> <li>• Individuals who are role models</li> </ul> <p>B. Identify and describe primary documents, material artifacts and historic sites important in United States history.</p> <ul style="list-style-type: none"> <li>• Historic Places</li> <li>• The Flag of the United States</li> </ul> <p>C. Identify important changes in United States history</p> <p>D. Identify conflict and cooperation among social groups and organizations in United States history.</p> <ul style="list-style-type: none"> <li>• Domestic Instability</li> <li>• Ethnic and Racial</li> </ul>	<p>D. Students will: Engage in discussion through current events</p> <p>A. Students will: Compile data and facts about significant people through films, reads aloud, and other various text</p> <p>B. Students will: Be exposed to primary artifacts/American flag through various sources</p> <p>C. Students will: Discuss changes in history through literature</p> <p>D. Students will: Discuss conflict and cooperation through current events</p>			

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<p>Relations</p> <ul style="list-style-type: none"> <li>• Labor Relations</li> </ul> <p><b>IV. World History</b></p> <p>A. Identify individuals and groups who have made significant political and cultural contributions to world history.</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Americas</li> <li>• Asia</li> <li>• Europe</li> </ul> <p>B. Identify historic sites and material artifacts important to world history.</p> <ul style="list-style-type: none"> <li>• Africa</li> <li>• Americas</li> <li>• Asia</li> <li>• Europe</li> </ul> <p>C. Identify how conflict and cooperation among social groups and organizations affected world history.</p> <ul style="list-style-type: none"> <li>• Domestic Instability</li> <li>• Labor Relations</li> <li>• Racial and Ethnic Relations</li> <li>• Immigration and migration</li> <li>• Military Conflicts</li> </ul>	<p>A.Students will: Be exposed to significant people through literature and current events</p> <p>B. Students will: Recreate mini models of historical sites using various art media</p> <p>C. Students will... Discuss through sharing current events</p>			

<b>COURSE OUTLINE</b>	<b>OBJECTIVES (PA standard)</b>			

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<p><b>CIVICS</b> I. Principals and Documents of Government</p> <p>A. Describe what government is</p> <p>B. Identify the purposes of rules and laws and their importance in the classroom, school, community, state, and nation</p> <p>C. Define the principles and ideals shaping government</p> <p>D. Describe the purpose of the United States flag, Pledge of Allegiance, and the National Anthem</p> <p>E. Explain why government is necessary in the classroom, school, community, state and the basic purpose of government</p> <p>F. Explain the importance of respect for the property and the opinions of others</p> <p>G. Identify symbols and political holidays</p> <p>H. Identify portions of famous speeches and writings that reflect the basic principles and ideals of government</p>	<p>A. Students will be able to describe what a government is and does.</p> <p>B. Explain that governments are visible in a community through making laws, enforcing laws, gathering taxes, and providing services for the common good.</p> <p>C. Explain truth, justice, and liberty.</p> <p>D.. Students will recite the Pledge of Allegiance and sing the National Anthem.</p> <p>E. Students will discuss the importance of government.</p> <p>F.. Students will give examples of showing respect.</p> <p>G. Discuss how symbols are important.</p> <p>H. Discuss the following famous speeches: Martin Luther King, Jr. "I have a dream," Neil Armstrong "One small step for mankind."</p>			

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<p><b>II. Rights and Responsibilities of Citizenship</b></p> <p>A. Identify examples of the rights and responsibilities of citizenship</p> <p>B. Identify personal rights and responsibilities</p> <p>C. Identify sources of conflict and disagreement and different ways conflicts can be resolved</p> <p>D. Identify the importance of political leadership and public service in the school, community, nation and state.</p> <p>E. Describe ways citizens can influence the decisions and actions of government</p> <p>F. Explain the benefits of following rules and laws and the consequences of violating them</p> <p>G. Identify ways to participate in government and civic life.</p>	<p>A. Discuss the necessity of voting</p> <p>B. Discuss personal responsibilities in their community, such as recycling and following laws like bicycle safety and wearing a seatbelt</p> <p>C. Use role plays to solve problems and disagreements.</p> <p>D. Demonstrate ways to be a leader/role model in the classroom and community.</p> <p>E. Influence the actions of government through letter writing, discussions with school/community leaders.</p> <p>F. Develop rules and consequences within the classroom.</p> <p>F. Initiate a public service project (e.g. school wide clean up, food drive) and/or hold a classroom election.</p>			

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<p><b>III. How Government Works</b></p> <p>A. Identify the elected representative bodies responsible for making local, PA and Unite State laws</p> <p>B. Identify the role of the three branches of government</p> <p>C. Identify reasons for rules and laws in the school and community</p> <p>D. Identify services performed by the local, state and national governments</p> <p>E. Identify positions of authority at school and in local, state and national governments</p> <p>F. Explain what an election is</p> <p>G. Explain why being treated fairly is important</p> <p>H. Identify individual interests and explain ways to influence others</p> <p>I. Explain why taxes are necessary and identify who pays them</p> <p>J. Identify role of the media.</p> <p>K. Identify different ways people govern themselves.</p>	<p>A. Discuss the state senate and House of Representatives.</p> <p>B. Discuss the judiciary, executive, and legislative branches of government.</p> <p>C. Explain how rules and laws keep the school and community operating smoothly and safely.</p> <p>D. Identify services provided by government such as law enforcement, firefighters, animal control, hospitals, and education.</p> <p>E. Identify positions of authority (e.g. principal, mayor, state representatives.)</p> <p>F. Hold a mock election.</p> <p>G. Discuss the importance of treating others fairly</p> <p>H. Discuss how advertising influences people</p> <p>I. Interview family members and discuss in classroom.</p> <p>J. Look at examples of media and discuss</p> <p>K. Discuss how a classroom is governed like a community.</p>			

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<p><b>IV. How International Relationships Function</b></p> <p>A. Identify how customs and traditions influence governments.</p> <p>B. Recognize that the world is divided into various political units.</p> <p>C. Identify ways in which countries interact with the United States.</p> <p>D. Identify how nations work together to solve problems.</p>	<p>A. Show examples of how governments are influenced by their culture.</p> <p>B. Use political maps to demonstrate various political units.</p> <p>C. Use current events to find examples of countries that interact with U.S.</p> <p>D. Use current events to find examples of nations working together. (e.g. NATO, United Nations)</p>			