

# Deer Valley Unified School District

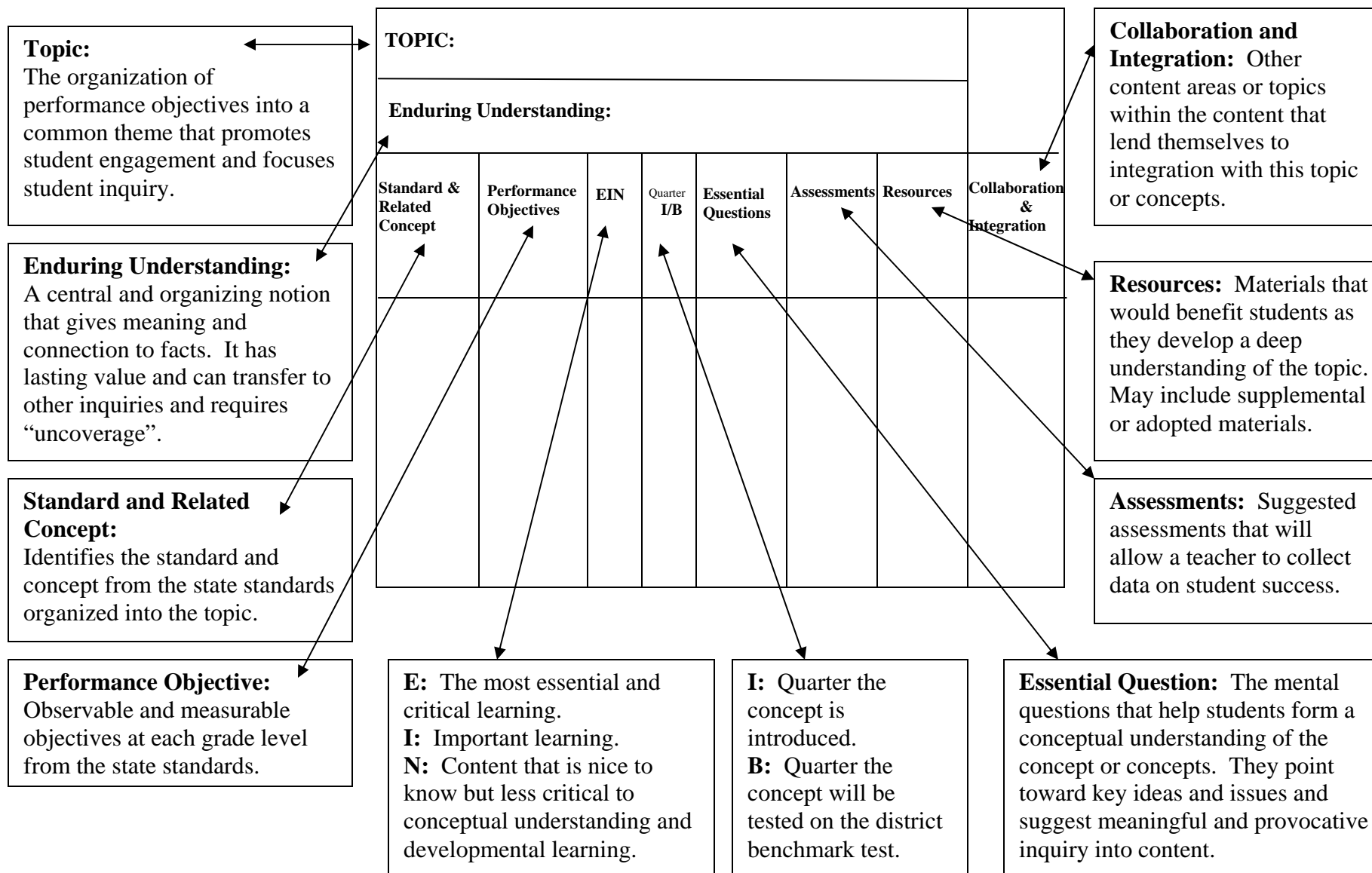
## Social Studies Curriculum



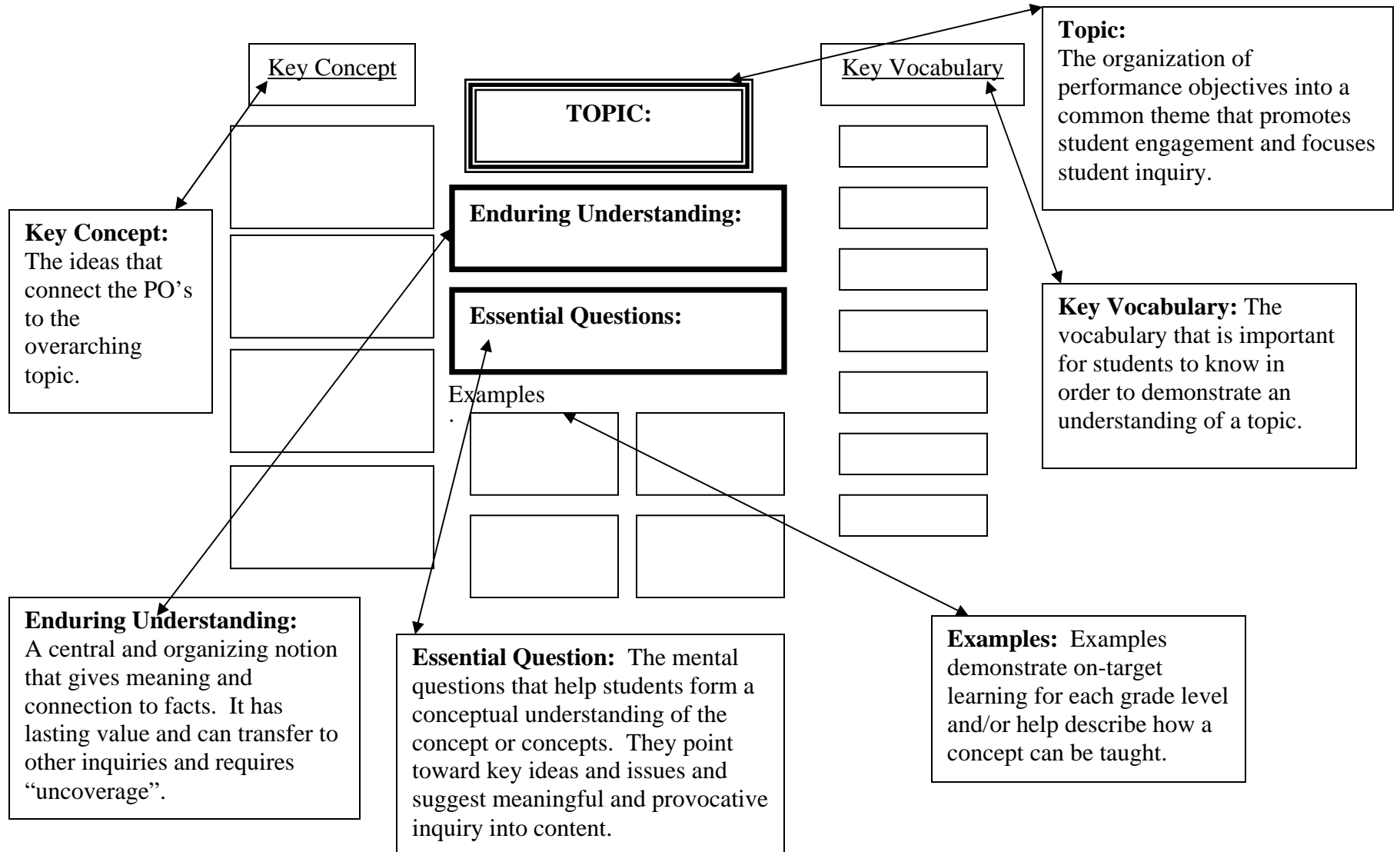
## Third Grade

REVISED 02/28/06

## Curriculum Definition Page



## Concept Map Definition Page



# Deer Valley Social Studies Quarterly Scope

Grade: 3<sup>rd</sup>

TOPIC: Civil War and Reconstruction						Quarter this will be taught: _____
Enduring Understanding: The impact of the Civil War forever changed the United States						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 6: Civil War and Reconstruction	PO 1. Recognize that there were issues associated with the Civil War (i.e., slavery, states’ rights, South seceded from the Union).	E	What issues caused the Civil War?			
	PO 2. Discuss contributions of people during the Civil War era (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass).	I	What contributions were made by various key figures from the Civil War?			
			What impact did the Civil War have on the United States and its citizens?			

**Key Concepts:**

Recognize civil rights issues associated with the Civil War.

Recognize and understand the contributions of people during the Civil War era.

Discuss civil rights issues, past and present.

**TOPIC:**  
**Civil War and Reconstruction**

**Enduring Understanding:**

The impact of the Civil War forever changed the United States

**Essential Question(s):**

What issues caused the Civil War?

What contributions were made by various key figures from the Civil War?

What impact did the Civil War have the United States and its citizens?

**Examples:**

Create an informational booklet on key people and their contributions.

Role play key historical figures of the time period.

Create a timeline of the major events of the Civil War

Map skills- Show the division of the country (states for or against slavery)

**Vocabulary:**

Freedom

Slavery

Secede

Civil rights

Reconstruction

Confederate

Union

Era

Deer Valley Social Studies Quarterly Scope

Grade: 3<sup>rd</sup>

TOPIC: <b>Exploration</b>						Quarter this will be taught:  _____
<b>Enduring Understanding:</b> Exploration impacted and changed the development of North America.						
<b>Standard and Related Concept</b>	<b>Performance Objectives</b>	<b>EIN</b> Quarter	<b>Essential Questions</b>	<b>Assessments</b>	<b>Resources</b> Ch=Chapter L=Lesson	<b>Collaboration and Integration</b>
<b>Strand 1 Concept 3: Exploration and Colonization</b>	<b>PO 1.</b> Discuss technological advances (e.g., compass, astrolabe, printing press) that facilitated exploration of the New World.	<b>N</b>	How/Why was the New World explored and developed?			
	<b>PO 2.</b> Recognize that European countries explored the New World for economic and political reasons.	<b>I</b>				
	<b>PO 3.</b> Discuss European explorers and their discoveries in the New World (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Herman de Soto).	<b>I</b>				
	<b>PO 4.</b> Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).	<b>I</b>	How did explorers use technological advances to facilitate their exploration?			



## TOPIC: Exploration

### Key Concepts:

Describe the search for a North West passage to Asia that lead to exploration and the development of Canada.

Understand how technological advances facilitated the exploration of the New World..

Know European and global exploration.

Identify and explain European explorers and their discoveries.

Analyze how European explorers affected Native Americans in the eastern region.

Explain the economic motivations of exploration.

### **Enduring Understanding:**

Exploration impacted and changed the development of North America.

### **Essential Question(s):**

How/Why was the New World explored and developed?

How did explorers use technological advances to facilitate their exploration?

### **Examples:**

Use primary source material to study people and events from the past. (Both positive and negative.)

Research technology advances during the time period and compare to today's technology.

Draw map routes of explorers. Present route to others and explain why they used these route.

### **Writing Prompt:**

Put yourself on an expedition and journal your trip including leader, route, weather, challenges, etc.

### Vocabulary:

Passage

Exploration

European

Settlement

Astrolabe

Compass

Printing press

Discovery

Economics

Political



# Deer Valley Social Studies Quarterly Scope

Grade: 3<sup>rd</sup>

TOPIC: Immigration						Quarter this will be taught:
Enduring Understanding: Immigration contributed to the development of our nation, our freedom, and our beliefs.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 1 Concept 7: Emergence of the Modern United States	PO 1. Discuss reasons (e.g., famine, political discord, religious persecution, and economic opportunity) why people left their home country to start a new life in the United States. PO 2. Describe the experiences in immigrants' lives after settling in the United States during the late 19th and early 20th centuries (e.g., new language, customs, opportunities, hardships).	E	Why did people leave their home country?			
		E	What did immigrants experience upon arrival in the United States?			
					What were the similar experiences that immigrants had upon arrival in the United States?	

**Key Concepts:**

Compare and analyze reasons why people left their home country.

Identify immigrant groups that settled in the U.S.

Relate the impact immigration has had on the United States to today.

Explain diversity and the many diverse cultures living in the United States.

**TOPIC:**  
**Immigration**

**Vocabulary:**

Famine

Immigrant

Persecution

Hardship

Opportunities

**Enduring Understanding:**

Immigration contributed to the development of our nation, our freedom, and our beliefs.

**Essential Question(s):**

What events led to people leaving their home country?

What impact did immigration have on families and communities?

What were the similar experiences that immigrants had upon arrival in the United States?

**Examples:**

Video/Pictures of Ellis Island and the Statue of Liberty (Virtual Tours)

Guest speakers: Modern day immigrants and their stories.

Read *Molly's Pilgrim*.

**Writing Prompt**

How would your life be different if you left your homeland (family, material goods)?

## Deer Valley Social Studies Quarterly Scope

**Grade: 3<sup>rd</sup>**

TOPIC: Civics and Government						Quarter this will be taught: _____
Enduring Understanding: Our country is made up of many people from various backgrounds who came together to form a democracy.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 3 Concept 1: Foundations of Government</b>	<b>PO 1.</b> Describe national symbols and monuments that represent American democracy and values: a. Statue of Liberty b. Ellis Island c. Lincoln Memorial d. the Capitol <b>PO 2.</b> Know that people in the United States have varied backgrounds but may share principles, goals, customs and traditions. <b>PO 3.</b> Describe the significance of national holidays (e.g., Presidents’ Day, Martin Luther King, Jr. Day, Veterans’ Day, Memorial Day, Flag Day, Inauguration Day, Labor Day, and Constitution Day).	<b>I</b>     <b>I</b>  <b>N</b>	What do symbols, monuments and National holidays mean to American people?			
	<b>Strand 3 Concept 2: Structure of Government</b>	<b>PO 1.</b> Identify the three branches of State and National government. a. Executive b. Legislative c. Judicial <b>PO 2.</b> Recognize that there are different levels of government (e.g., local, tribal, county, state, and national).	<b>E</b>    <b>I</b>		How is our government organized?	
	<b>Strand 3 Concept 3: Functions of Government</b>	<b>PO 1.</b> Identify the basic concept of how laws are made (law proposed, discussed, amended and voted).	<b>I</b>		What is the process in which laws are made?	

### Key Concepts:

Understand and use national symbols and monuments that represent American values.

Understand that people from varied background may share values, goals, customs, and beliefs.

Identify and explain the three branches of state and national government.

Identify the steps of how laws are made.

## TOPIC: Civics and Government

### **Enduring Understanding:**

Our country is made up of many people from various backgrounds who came together to form a democracy.

### **Essential Question(s):**

What do symbols, monuments, and national holidays mean to American people?

How is our government organized?

What is the process in which laws are made?

### **Examples:**

Show pictures of monuments and National symbols- students examine the pictures and write what they think that monument or symbol represents.

Write original song or poem using at least one national symbol.

Kids Voting curriculum

Memorize the School House Rocks- "I'm Just a Bill."

### Vocabulary:

Monument

Symbol

Amendment/amended

Executive branch

Legislative branch

Judicial branch

Immigration

Diversity

Deer Valley Social Studies Quarterly Scope

Grade: 3<sup>rd</sup>

TOPIC: Character Counts						Quarter this will be taught: _____
Enduring Understanding: To promote and preserve democracy, citizens should display good character traits.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
<b>Strand 1 Concept : Postwar United States</b>  <b>Strand 3 Concept 3: Rights, Responsibilities and Roles of Citizenship</b>	PO 1. Recognize that individuals (e.g., Susan B. Anthony, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez, Annie Wauneka) have supported the rights and freedoms of others	I	How do the qualities that make a good citizen relate to students?			
	PO 1. Describe the rights and responsibilities of citizenship: a. good sportsmanship b. participation and cooperation c. rules and consequences d. voting PO 2. Describe the importance of students contributing to the community (cooperating, service projects). PO 3. Identify traits of character that are important to the preservation and improvement of democracy (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship).	I	How have historical figures shown the qualities of a good citizen?			
		I				
		I				

**Key Concepts:**

Describe the rights and responsibilities of a citizen

Understand the impact of contributing to society

Relate the traits that preserve democracy to themselves.

Identify individuals that supported the rights of others

Assess what students can do to contribute to their community and possibly implement,

**TOPIC:**  
**Character Counts**

**Enduring Understanding:**

To promote and preserve democracy, citizens should display good character traits.

**Essential Question(s):**

How do the qualities that make a good citizen relate to students?

How have historical figures shown the qualities of a good citizen?

**Examples:**

Character Counts  
Lessons & Activities

Research key civil rights  
leaders and evaluate which  
characteristics you admire  
the most.

Biography book reports  
on historical figures who  
demonstrated stellar  
character..

School/Class Rules-  
Character count rewards

**Vocabulary:**

Citizenship

Trustworthy

Honesty

Courage

Cooperation

Responsibility

Respect

Equality

## Deer Valley Social Studies Quarterly Scope

**Grade: 3<sup>rd</sup>**

TOPIC: Economics						Quarter this will be taught:
Enduring Understanding: People make personal decisions; as each person’s choices affects how they spend and save.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 5 Concept 1: Foundations of Economics	PO 1. Identify how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.	I	How do people make choices when resources are limited?			
	PO 2. Identify opportunity costs in personal decision-making situations.	I				
	PO 3. Identify goods and services provided by local government (e.g., fire, immunizations, library, police).	N	What goods and services are provided by local government?			
PO 4. Give examples of trade in the local community (e.g., farmers supply the grocer).	N					
PO 5. Discuss why some goods are made locally and some are made in other parts of the United States and world. (e.g., labor, raw materials, energy resources). Connect with: Strand 1 Concept 6 Strand 4 Concept 4	I	What are the costs and benefits of personal spending and saving choices?				
PO 6. Discuss how producers use natural, human, and capital resources to create goods and services.	I					
Strand 5 Concept 5: Personal Finance	PO 1. Discuss costs and benefits of personal spending and saving choices.	I	What goods are made locally? Abroad?			

### **Key Concepts:**

Evaluate how people make choices when there is not enough of something to go around.

Identify why choices must be made between two or more options

Identify goods and services provided by local government and rate their importance.

Discuss why some goods are made locally and some are made in other parts of the United States and abroad

Discuss costs and benefits of personal spending and saving choices

Identify ways of protecting resources and identify renewable recyclable and non-renewable

## **TOPIC: Economics**

### **Enduring Understanding:**

People make personal decisions, each person's choices affects how they spend and save.

### **Essential Question(s):**

How do people make choices when resources are limited?  
What goods and services are provided by local government?  
What are the costs and benefits of personal spending and saving choices?  
What goods are made locally and abroad?

### **Examples:**

Guest Speaker  
-Fire Departments  
-Police  
-Farmer

Polyhedraville by  
Interact

Junior  
Achievement  
Program

Banker Simulation

### **Vocabulary:**

Economics

Scarcity

Resources

Goods

Trade

Services

Supply & demand

Producers

Consumers

Human resources

Natural resources

Capital resources



Deer Valley Social Studies Quarterly Scope

Grade: 3<sup>rd</sup>

TOPIC: Geography/Maps						Quarter this will be taught: _____
Enduring Understanding: Physical and political maps are used to gain and share information about the world.						
Standard and Related Concept	Performance Objectives	EIN Quarter	Essential Questions	Assessments	Resources Ch=Chapter L=Lesson	Collaboration and Integration
Strand 4 Concept 1: The World in Spatial Terms	PO 1. Identify that different types of maps serve various purposes (e.g., political, physical, thematic).	E	How can we share information using a map?			
	PO 2. Interpret political and physical maps using the following elements: a. alpha-numeric grids b. title c. compass rose -cardinal and intermediate directions d. symbols e. legend f. scale	E				
	PO 3. Construct a map of a familiar place (e.g., school, home, neighborhood or fictional place) that includes a title, compass rose, symbols and legend.	E	What is the purpose of map?			
	PO 4. Construct maps using symbols to represent human and physical features.	I	What types of information do maps give us?			
	PO 5. Construct charts, and graphs to display geographic information.	N				
	PO 6. Recognize characteristics of human and physical features: a. physical - continent, ocean, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcanoes, peninsula b. human - Equator, Northern and Southern Hemispheres, North and South Poles, city,	I				

<p><b>Strand 4 Concept 2: Places and Regions</b></p> <p><b>Strand 4 Concept 4: Human Systems</b></p>	<p><b>PO 7.</b> Locate physical and human features using maps, illustrations, images or globes. a. physical - seven continents, four oceans, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula b. human - Equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads</p>	<b>E</b>				
	<p><b>PO 1.</b> Locate major physical and human features on maps and globes (e.g., Greece, Italy, Hudson River, New York Bay/ Ellis Island, Canada, Spain, France, United States, Mexico, Washington D.C.).</p>	<b>I</b>				
	<p><b>PO 3.</b> Recognize there are differences in political units and hierarchies (e.g., community, city, county, state, country, and continent).</p>	<b>E</b>				

**TOPIC:**  
**Geography/Maps**

**Key Concepts:**

Identify and interpret various types of maps

Construct maps

Recognize the difference between political units (country, state, city)

Locate human and physical features

**Enduring Understanding:**

Physical and political maps are used to gain and share information about the world.

**Essential Question(s):**

How can we share information using a map?  
What is the purpose of map?  
What types of information do maps give us?

**Examples:**

Locate information (community, street, etc) using political and physical maps

Construct a map of a familiar place

Recognize and locate human and physical features on various maps.

Geography Bee  
National Kids Map Machine

**Vocabulary:**

Compass rose

Legend/key

Symbol

Political map

Physical map

Scale

Gulf

Bay/peninsula

Strait

Plain

Valley

Volcano