

# Mackay Elementary School



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

**Subject:** Social Studies

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**Teacher with contact information:** Mrs. Hoover  
3<sup>rd</sup> Grade  
Phone: 208-588-2834 ext. 16  
Email: [chrihoov@mackayschools.org](mailto:chrihoov@mackayschools.org)

## SUBJECT INFORMATION

Third grade Social Studies standards are presented in five main areas – 1. History 2. Geography 3. Economics 4. Civics & Government 5. Global Perspectives. Within these areas student goals are that they will:

- 1.1 Build and understanding of the cultural and social development of the United States.
- 1.2 Trace the role of migration and immigration of people in the development of the United States.
- 2.1 Analyze the special organizations of people, places, and environment on the earth's surface.
- 2.3 Trace the migration and settlement of human populations on the earth's surface.
- 3.1 Explain basic economic concepts.
- 3.2 Identify different influences on economic systems.
- 3.3 Analyze the different types of economic institutions.
- 3.4 Explain the concepts if good personal finance.
- 4.1 Build an understanding of the foundational principles of the American political system.
- 4.2 Build and understanding of the organization and formation of the American system of government.
- 4.3 Build an understanding that all people in the United States have rights and assume responsibilities.
- 5.1 Build an understanding of multiple perspectives and global interdependence.

## COMMON CORE / STATE CONTENT STANDARDS / VOCABULARY

By the end of Grade 3, the student will be able to:

### STATE CONTENT STANDARDS

- Explain that people in the United States share a common heritage through patriotic holidays and symbols.
- Investigate the history of your community.
- Compare different cultural groups in the community, including their distinctive foods,

clothing styles, and traditions.

- Identify and describe ways families, groups, tribes, and communities influence the individual's daily life and personal choices.
- Share the origins of classmates' ancestors.
- Describe how migration and immigration are continuous processes.
- Identify reasons for voluntary immigration and involuntary movement of people.
- Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.
- Find the United States, Idaho, the state capital – Boise, and one's own community on a map.
- Locate on a map – waterways, landforms, cities, states, and national boundaries using standard map symbols.
- Use a map title, map key, scale, cardinal directions, and symbols to interpret a map.
- Use a number & letter grid to find specific locations on a map.
- Analyze past and present settlement patterns of the community.
- Identify geographic features influencing settlement patterns of the community.
- Compare and contrast city/suburb/town and urban/suburban/rural communities
- Explain the concepts of supply and demand and the role of the consumer and producer.
- Explain the difference between public and private property.
- Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.
- Explain the purpose of a bank.
- Describe the purposes and benefits of savings.
- Explain why communities have laws.
- Explain that there are benefits for following the laws and consequences for breaking the laws of the community.
- Identify the people or groups that make, apply, and enforce the laws in the community.
- Identify and explain the basic functions of local governments.
- Explain how local government officials are chosen, e.g. election or appointment
- Describe services commonly and primarily provided by governments for the community.
- Identify ways children and adults can participate in their community and/or local governments.
- Explore connections that the local community has with other communities throughout the world.
- Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique.

### **CONCEPTS & VOCABULARY**

\* This word list is not to be taught to students. The list is only reflective of concepts that students may encounter in classroom or state assessments.

\* The words in this list are intended to match the language of instruction to the language of assessment.

Students are expected to know and apply vocabulary from previous grades.

#### **Standard 1: History**

history	tribe	community	heritage	patriotism	investigate
oral history	origin	ancestor	descendent	immigration	migration
		voluntary	involuntary		

**Standard 2: Geography**

geography globe continent country state city town  
 neighborhood county state waterways landforms  
 national boundaries map map symbols map title map key scale  
 cardinal directions number grid letter grid past present  
 settlement patterns geographic features compare contrast suburb  
 urban rural Boise Idaho Washington, D.C. United States of America

**Standard 3: Economics**

economics unlimited wants limited resources basic needs  
 supply demand earnings savings producer consumer  
 goods services public property private property  
 land labor trade technology

**Standard 4: Civics & Government**

government rules laws law enforcement benefits consequences  
 power authority justice citizen citizenship  
 local government elected officials appointed officials  
 rights responsibilities public service community service

**Standard 5: Global Perspectives**

cultures traditions multiple perspectives

**INSTRUCTIONAL MATERIALS**

Textbook and Ancillary Materials: Harcourt Social Studies – Our Communities  
 © 2010 by Houghton Mifflin Harcourt Publishing.

**UNITS WITH INSTRUCTIONAL DATES**

<b>Quarter</b>	<b>Lesson</b>	<b>Description</b>
<b>1<sup>st</sup> Quarter</b>	<b>Unit 1</b> <b>Communities Around Us</b>  Chapter 1 Learning About Communities	What Is a Community? Communities Are Different Communities Near & Far Discover Your Community
	Chapter 2 Communities of Different Sizes	Urban Communities Suburban Communities Rural Communities
	<b>Unit 2</b> <b>Communities &amp; Geography</b>  Chapter 3 Our Physical Geography	Our Location Our Country's Geography Our Country's Regions Natural Resources
<b>2<sup>nd</sup> Quarter</b>	Chapter 4 Our Human Geography	Our Environment Changing the Environment Caring for Our Environment
	<b>Unit 3</b>	Communities Through Time

	<b>Communities Over Time</b> Chapter 5 Our History Through Time and Place	People Bring Changes Inventions in Communities Communities Long Ago
	Chapter 6 Our Country's History	The First Communities Building Communities Fighting for Freedom Growth and Change
<b>3<sup>rd</sup> Quarter</b>	<b>Unit 4</b> <b>Citizens and Government</b>  Chapter 7 Citizenship	Rights of Citizens Duties of Citizens Being a Good Citizen
	Chapter 8 Government	Structure of Government Local Governments State and National Governments Symbols of Our Nation Governments of the World
	<b>Unit 5</b> <b>People in Communities</b>  Chapter 9 Our American Culture	Moving to New Places Sharing Cultures Our American Heritage
<b>4<sup>th</sup> Quarter</b>	Chapter 10 Cultures Around the World	Expressions of Culture Holidays and Traditions Cultures of the World
	<b>Unit 6</b> <b>Working in Communities</b>  Chapter 11 Working in Our Community	Workers and Consumers How Business Works Trading with the World New Inventions
	Chapter 12 Saving and Spending Our Money	Forms of Money Free Market Economy Earn, Spend, and Save World Business

#### **ASSESSMENTS / TESTS**

Harcourt Social Studies textbook reviews and tests. Teacher observation of individual understanding of concepts presented.

#### **GRADING PROCEDURES**

Units are introduced by reading and discussing the textbook subjects. Student participation in those discussions will be part of each quarterly Social Studies grade. Participation and completion of special projects will also be part of Social Studies grades. Worksheets will be graded with points correct over the points possible in a fraction form.

#### **CLASS RULES**

Students are expected to arrive prepared for class with completed homework. They are to attend to lessons, participate in discussions, and complete classroom assignments including reading and hands-on activities. Students are to treat others with respect and kindness, work quietly, ask questions and work cooperatively.

#### **MISCELLANEOUS**

Social Studies lessons may be supplemented with correlating DVD's, videos, and special projects.

**\*\* Syllabus is open for review and changes. \*\***