

**Unit 1: Our Community**  
**Grade 3**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Differentiate between local, national &amp; world communities.</li> <li>• Differentiate between rural, urban, and suburban communities.</li> <li>• Demonstrate an understanding of map scale. *Map Skill</li> <li>• Identify main idea and details *Reading Skill</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson 1: What are Communities p. 10-15</li> <li>• Lesson 2: What are United States Communities p. 18-23</li> <li>• Lesson 3: World Communities p. 26-29</li> <li>• Lesson 4: Map &amp; Globe Skills p.32-33</li> <li>• Lesson 5: A Rural Community p.38-41</li> <li>• Lesson 6: A Suburban Community p.42-45</li> <li>• Lesson 7: An Urban Community p. 48-53</li> <li>• Map Skills p.32</li> <li>• Lehigh County           <ul style="list-style-type: none"> <li>-Intro. To Lehigh County</li> <li>-Notebook Lehigh County Townships p. 107-110</li> <li>-Activity Road Surveyors: Map Skills</li> </ul> </li> </ul>	<p><b>Compass Learning</b></p> <p>3803 City, Suburb or Country          3802 Your Community          34024 Welcome to the City          34026 Welcome to the Suburbs          34027 Welcome to the Country          3805 The Place for you          3804 Life in the City, Suburbs, Country</p> <p><b>Literature Library:</b> Desert &amp; World Atlas</p> <p><b>United Streaming</b></p> <ul style="list-style-type: none"> <li>-City, Suburb, Rural Communities</li> <li>-How Communities Grow and Change</li> <li>-How Communities are Alike and Different</li> <li>-Communities Around the World</li> <li>-Citizenship in Community</li> <li>-America At It's Best: We All Contribute and Make a Difference</li> </ul> <p><b>Internet Links</b></p> <p><a href="http://www.ci.chi.il.us">www.ci.chi.il.us</a>  <a href="http://www.ci.el-paso.tx.us">www.ci.el-paso.tx.us</a></p> <p><b>Workbook Pages 1-23</b></p> <p><b>Vocabulary Workbook Pages 1-8</b></p> <p><b>Every Student Learns Teacher's Guide Chapter 1 p. 2-13</b>  <b>Chapter 2 p. 14-25</b></p> <p><b>Social Studies Plus! Chapter 1 p. 6-11, 14-15</b>  <b>Chapter 2 p. 20-23</b></p> <p><b>Read Aloud and Primary Sources Pages 1-17</b></p>



**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessments**

**Lesson Reviews:** Student/Teacher Edition: pp. 15, 23, 29, 41, 45, 53  
**Chapter Reviews:** Student/Teacher Edition: pp. 34-35, 58-59  
**Chapter Tests:** Assessment Book pp. 1-8  
**Unit Review:** Student/Teacher Edition pp. 62-63  
**Unit Tests:** Assessment Book pp. 9-12  
**Exam View Test Bank CD-ROM**

**Informal Assessment**

**Teacher's Edition Questions throughout lessons-blue circles highlight white numbers**  
**Section Reviews:** Student/Teacher Edition pp. 11-13, 15, 19-21, 23, 27, 29, 39, 41, 43, 45, 49-50, 53  
**Close and Assess:** Teacher Edition pp. 7, 15, 17, 23, 25, 29, 31, 33, 41, 45, 47, 53, 55, 57, 61

**Portfolio Assessment**

**Portfolio Assessment:** Teacher Edition pp.1, 2, 63  
**Leveled Practice:** Teacher Edition pp. 12, 21, 29, 32, 39, 44, 51, 56  
**Workbook Pages:** pp. 1-14  
**Chapter Review: Write About It:** Teacher Edition pp. 35, 59  
**Unit Review: Apply Skills:** Student/Teacher Edition p.63  
**Curriculum Connection: Writing:** Student/Teacher Edition pp 29 Teacher Edition pp. 12, 17, 21, 41, 53

**Performance Assessment**

**Hands-on Unit Project:** Teacher Edition pp. 1, 35, 59, 64  
**Internet Activity:** Student Edition p.64  
**Chapter 1 Performance Assessment:** Teacher Edition p. 34  
**Chapter 2 Performance Assessment:** Teacher Edition p. 58  
**Unit Review: Write and Share:** Student/Teacher Edition p. 63  
**Scoring Guides:** Teacher Edition pp. 63-64

**History**

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Develop an understanding of historical sources
- 8.1.3.D Understand historical research
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history.
- 8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States History from beginnings to 1824
- 8.3.3.C Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)
- 8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history.
- 8.4.3.A Identify individuals and groups who have made significant political and cultural contributions to world history.
- 8.4.3.B Identify historic sites and material artifacts important to world history.

**Civics and Government**

- 5.1.3.A Describe what government is.
- 5.1.3.B Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.
- 5.1.3.C Define the principles and ideals shaping government
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship: personal responsibilities/civic responsibilities.
- 5.2.3.B Identify personal rights and responsibilities.
- 5.2.3.D Identify the importance of political leadership and public service in the school, community, state and nation.
- 5.2.3.E Describe ways citizens can influence the decisions and actions of government.
- 5.2.3.F Explain the benefits of following rules and laws and the consequences of violating them.
- 5.2.3.G Identify ways to participate in government and civic life.
- 5.3.3.C Identify reasons for rules and laws in the school and community.
- 5.3.3.D Identify services performed by the local, state and national governments.
- 5.4.3.B Recognize that the world is divided into various political units.

**Geography**

- 7.1.3.A Identify geographic tools and their uses.
- 7.1.3.B Identify and locate places and regions.
- 7.2.3.A Identify the physical characteristics of places and regions.
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics.
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.
- 7.3.3.D Identify the human characteristics of places and regions by their economic activities.
- 7.3.3.E Identify the human characteristics of places and regions by their political activities.

**Career Standards**

Does not apply



**Teacher Notes**

**Teacher Notes**

**Teacher Notes**

**Unit 2: People In Communities**  
**Grade 3**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>Understand cultural diversity, ethnic groups, customs, traditions and celebrations.</li> <li>Identify why people relocate and develop communities.</li> <li>Define migration, immigration.</li> <li>Identify cardinal and intermediate directions on a compass rose *Map Skill</li> <li>Demonstrate the knowledge of compare and contrast *Reading Skill</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 1: Moving to a New Community p. 74-77</li> <li>Lesson 2: Learning New Customs p. 78-81</li> <li>Lesson 3: Where Did They Come From p. 84-89</li> <li>Lesson 4: A New Life in America p. 90-95</li> <li>Lesson 5: Celebrating Cultures p. 104-109</li> <li>Lesson 6: Celebrating Communities Past p.114-117</li> <li>Map &amp; Globe Skills p.98-99, 110-111</li> <li>Lehigh County Notebook             <ol style="list-style-type: none"> <li>PA German Customs p.32-34</li> <li>Creating a Family History p.35-37</li> <li>Where They Came From p. 89-91</li> <li>Making Folk Art Projects p.53-56</li> <li>Pennsylvania German Home Remedies and Superstitions p. 57-61</li> <li>Stories, Proverbs, Riddles p. 62-63</li> <li>PA German Folk Songs and Dances p. 64-65</li> <li>Speaking Pennsylvania German p. 66</li> </ol> </li> </ul>	<p><b>Compass Learning</b>            3752 Finding Just the Right Place            3753 More Reasons to Move            33990 Finding Funville            3700 Tools to Build Your Knowledge of Geography            3701 Tools of the Trade</p> <p><b>Literature Library:</b> I Was Dreaming of Coming to America</p> <p><b>United Streaming</b>            -Immigration to the United States (20:00)            -Moving to America: Then and Now (15:00)            -This is Our Country (24:00)            -Holiday Facts and Fun</p> <p><b>Virtual Field Trips/Internet Links</b>  <a href="http://www.nps.gov">www.nps.gov</a>  <a href="http://www.plimoth.org">www.plimoth.org</a>  <a href="http://www.usmemorialday.org">www.usmemorialday.org</a></p> <p><b>Workbook Pages 16-30</b>  <b>Vocabulary Workbook Pages 9-20</b>  <b>Every Student Learns Teacher's Guide Chapter 3 p. 26-41</b>  <b>Chapter 4 p. 42-53</b></p> <p><b>Social Studies Plus! Chapter 3 p. 36-38</b>  <b>Chapter 4 p. 42-44</b></p> <p><b>Quick Study (book) Ch. 3 p.15-22</b>  <b>Ch. 4 p. 23-27</b>  <b>Read Aloud and Primary Sources Pages 18-34</b></p>

## Unit 2: People in Communities Grade 3



### Assessment Options

#### Formal Assessments

**Lesson Reviews:** Student/Teacher Edition: pp. 77, 81, 89, 95, 109, 117, 123 .  
**Chapter Reviews:** Student/Teacher Edition: pp. 100-101, 126-127  
**Chapter Tests:** Assessment Book pp. 13-20  
**Unit Review:** Student/Teacher Edition pp. 130-131  
**Unit Tests:** Assessment Book pp. 21-24  
**Exam View Test Bank CD-ROM**

#### Informal Assessment

**Teacher's Edition Questions throughout lessons-blue circles highlight white numbers**  
**Section Reviews:** Student/Teacher Edition pp. 75, 77, 79, 81, 85, 86, 87, 89, 91, 92, 93, 95, 105, 109, 115, 116, 117, 121, 123  
**Close and Assess:** Teacher Edition pp. 71, 77, 81, 83, 89, 95, 97, 99, 109, 111, 113, 117, 119, 123, 125

#### Portfolio Assessment

**Portfolio Assessment:** Teacher Edition pp.66, 131  
**Leveled Practice:** Teacher Edition pp. 66, 76, 80, 85, 107, 110, 115, 122, 124  
**Workbook Pages:** pp. 15-29  
**Chapter Review: Write About It:** Student/Teacher Edition pp. 101, 127  
**Unit Review: Apply Skills:** Student/Teacher Edition p.130  
**Curriculum Connection: Writing:** Student/Teacher Edition pp 81, 89, 109 Teacher Edition pp. 76, 82, 86, 89, 91, 118

#### Performance Assessment

**Hands-on Unit Project:** Teacher Edition pp. 65, 101, 127, 132  
**Internet Activity:** Student Edition p. 132  
**Chapter 3 Performance Assessment:** Teacher Edition p. 100  
**Chapter 4 Performance Assessment:** Teacher Edition p. 126  
**Unit Review: Write and Share:** Student/Teacher Edition p. 131  
**Scoring Guides:** Teacher Edition pp. 131-132

### PA Standards/Career Standards

#### **History**

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Develop an understanding of historical sources
- 8.1.3.D Understand historical research
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history.
- 8.2.3.D Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.
- 8.3.3.A Identify contributions of individuals and groups to United States history.
- 8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history
- 8.3.3.C Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)
- 8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history.
- 8.4.3.A Identify individuals and groups who have made significant political and cultural contributions to world history.

#### **Civic and Government**

- 5.1.3.A Describe what government is.
- 5.1.3.B Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.
- 5.1.3.C Define the principles and ideals shaping government.
- 5.1.3.E Identify documents of United States government.
- 5.1.3.G Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem
- 5.1.3.K Identify symbols and political holidays
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship: personal responsibilities/civic responsibilities.
- 5.2.3.E Describe ways citizens can influence the decisions and actions of government.
- 5.2.3.F Explain the benefits of following rules and laws and the consequences of violating them.
- 5.3.3.C Identify reasons for rules and laws in the school and community.
- 5.3.3.G Explain why being treated fairly is important.

#### **Geography**

- 7.1.3.A Identify geographic tools and their uses.
- 7.1.3.B Identify and locate places and regions.
- 7.2.3.A Identify the physical characteristics of places and regions.
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics.
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.
- 7.3.3.D Identify the human characteristics of places and regions by their economic activities.

#### **Economics**

- 6.1.3.C Identify local economic activities

#### **Career Standards**

Does not apply

Unit 2: People In Communities  
Grade 3



**Teacher Notes**

**Teacher Notes**

**Teacher Notes**

**Unit 3: Where are Communities?  
 Grade 3**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify five regions in the United States.</li> <li>Describe variations in physical environment including climate, landforms, and natural resources.</li> <li>Compare how people in different communities adapt to the physical environment.</li> <li>Identify characteristics of good citizenship and historical figures who exemplify good citizenship.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson 1: What is Your Community's Environment?</li> <li>Lesson 2: Living in Different Climates</li> <li>Lesson 3: Communities and Resources</li> <li>Lesson 4: A Mountain Community</li> <li>Lesson 5: A Water Community</li> <li>Lesson 6: A Crossroads Community</li> <li>Lehigh County               <ul style="list-style-type: none"> <li>-Geology &amp; Geography p. 9-21</li> <li>-Transportation &amp; Industry p. 67-77</li> </ul> </li> </ul>	<p><b>Compass Learning</b></p> <p>3809 Wherever You Go It's There          3708 Why People Live Where They Do          3709 Who Wants to Live in Alaska?          3704 Geographic terms          3705 Isn't it All Just Land and Water?          3810 Land and Water          3811 Landforms and Bodies of Water</p> <p><b>Literature Library:</b> Earth Minty</p> <p><b>United Streaming</b></p> <ul style="list-style-type: none"> <li>-Physical Geography (29:21)</li> <li>-Why Land Goes Up and Down (11:00)</li> <li>-Landforms #1 (16:00)</li> <li>-Regions of the United States Weathersmart: Climate (15:00)</li> </ul> <p><b>Internet Links</b></p> <p><a href="http://www.sfsocialstudies.com">www.sfsocialstudies.com</a>  <a href="http://www.sfmuseum.org">www.sfmuseum.org</a>  <a href="http://www.nationalgeographic.com">www.nationalgeographic.com</a></p> <p><b>Workbook Pages 30-43</b></p> <p><b>Vocabulary Workbook Pages 21-30</b></p> <p><b>Every Student Learns Teacher's Guide 54-77</b></p> <p><b>Quick Study 28-39</b></p> <p><b>Social Studies Plus! 46-66</b></p> <p><b>Read Aloud and Primary Sources Pages 35-51</b></p>

## Unit 3: Where are Communities? Grade 3



### Assessment Options

#### Formal Assessments

**Lesson Reviews:** Student/Teacher Edition: pp. 147, 155, 165, 175, 181, 189.  
**Chapter Reviews:** Student/Teacher Edition: pp. 168-169, 192-193  
**Chapter Tests:** Assessment Book pp. 25-32  
**Unit Review:** Student/Teacher Edition pp. 196-197  
**Unit Tests:** Assessment Book pp. 33-36  
**Exam View Test Bank CD-ROM**

#### Informal Assessment

**Teacher's Edition Questions throughout lessons-blue circles highlight white numbers**  
**Section Reviews:** Student/Teacher Edition pp. 143, 145, 147, 151, 153, 155, 161, 163, 165, 173, 175, 179, 181, 187, 189  
**Close and Assess:** Teacher Edition pp. 139, 147, 155, 157, 159, 165, 167, 175, 177, 181, 183, 189, 191

#### Portfolio Assessment

**Portfolio Assessment:** Teacher Edition pp. 133, 134, 197  
**Leveled Practice:** Teacher Edition pp. 144, 152, 158, 163, 174, 179, 184, 188  
**Workbook Pages:** pp. 30-43  
**Chapter Review: Write About It:** Teacher Edition pp. 169, 193  
**Unit Review: Apply Skills:** Student/Teacher Edition p. 197  
**Curriculum Connection: Writing:** Student/Teacher Edition 155, 181, TE pp. 135, 145, 147, 149, 181, 185, 195

#### Performance Assessment

**Hands-on Unit Project:** Student/Teacher Edition pp. 133, 169, 193, 198  
**Internet Activity:** Student Edition p. 198  
**Chapter 5 Performance Assessment:** Teacher Edition p. 168  
**Chapter 6 Performance Assessment:** Teacher Edition p. 192  
**Unit Review: Write and Share:** Student/Teacher Edition p. 197  
**Scoring Guides:** Teacher Edition pp. 197-198

### PA Standards/Career Standards

#### **History**

8.1.3.A Understand chronological thinking and distinguish between past, present and future time.  
 8.1.3.B Develop an understanding of historical sources  
 8.1.3.C Understand fundamentals of historical interpretation  
 8.1.3.D Understand historical research  
 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history.  
 8.2.3.D Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history  
 8.3.3.A Identify contributions of individuals and groups to United States history.  
 8.3.3.C Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)  
 8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history.

#### **Civics and Government**

5.1.3.A Describe what government is.  
 5.1.3.C Define the principles and ideals shaping government  
 5.2.3.A Identify examples of the rights and responsibilities of citizenship: personal responsibilities/civic responsibilities.  
 5.2.3.B Identify personal rights and responsibilities.  
 5.3.3.A Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.  
 5.3.3.B Identify the role the three branches of government

#### **Geography**

7.1.3.A Identify geographic tools and their uses.  
 7.1.3.B Identify and locate places and regions.  
 7.2.3.A Identify the physical characteristics of places and regions.  
 7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.  
 7.3.3.A Identify the human characteristics of places and regions by their population characteristics.  
 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.  
 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.  
 7.3.3.D Identify the human characteristics of places and regions by their economic activities.  
 7.4.3.A Identify the impacts of physical systems on people  
 7.4.3.B Identify the impacts people on physical systems

#### **Economics**

6.4.3.G Identify local geographic patterns of economic activities

#### **Career Standards**

Does not apply



Unit 3: Where are Communities?  
Grade 3



**Teacher Notes**

**Teacher Notes**

**Teacher Notes**

**Unit 4: History of Communities**  
**Grade 3**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Compare significant people, places, events, and developments in communities within the United States.</li> <li>• Describe how individuals contributed to the expansion or creation of new communities.</li> <li>• Recognize the historical significance and contributions made by individuals (explorers; inventors)</li> <li>• Interpret and develop time lines.</li> <li>• Identify the impact of new technology of communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Explorers come to North America p. 208-211</li> <li>• A Spanish Community p. 214-219</li> <li>• An English Community p. 230-235</li> <li>• A French Community p. 224-227</li> <li>• Transportation Over Time p. 242-247</li> <li>• Communication Over Time p.250-255</li> <li>• Inventions Over Time p. 258-263</li> <li>• Medicine Improves Over Time</li> <li>• Map &amp; Globe Skill p. 222-223</li> <li>• Lehigh County Notebook               <ol style="list-style-type: none"> <li>1. Lenne Lenape p. 22-30</li> <li>2. Make a Geological Timeline p. 12</li> </ol> </li> </ul>	<p><b>Compass Learning</b>            3742 Religion or Country            3740 Thirteen in All            3744 Virginia Settlements</p> <p><b>Literature Library:</b> Hiawatha            Train</p> <p><b>United Streaming</b>            -Northeast Region, The People and History (17:00)            -Exploring the New World; Spanish Explorers of North America (19:52)            -The Expedition of Lewis and Clark (16:00)            -Animated Hero Classics, Benjamin Franklin (25:00)            Alexander G. Bell (30:00)</p> <p><b>Virtual Field Trips/Internet Links</b>  <a href="http://www.apva.com">www.apva.com</a>  <a href="http://www.eastman.org">www.eastman.org</a></p> <p><b>Workbook Pages 44-62</b>  <b>Vocabulary Workbook Pages 31-40</b>  <b>Every Student Learns Teacher’s Guide p.78-109</b>  <b>Social Studies Plus! P.68-89</b></p> <p><b>Quick Study (book) p.40-54</b>  <b>Read Aloud and Primary Sources Pages 52-68</b></p>

# Unit 4: History of Communities Grade 3



## Assessment Options

## PA Standards/Career Standards

### Formal Assessments

**Lesson Reviews:** Student/Teacher Edition: pp. 221, 219, 227, 235, 247, 255, 263, 269  
**Chapter Reviews:** Student/Teacher Edition: pp. 238-239, 274-275  
**Chapter Tests:** Assessment Book pp. 37-44  
**Unit Review:** Student/Teacher Edition pp. 278-279  
**Unit Tests:** Assessment Book pp. 45-48  
**Exam View Test Bank CD-ROM**

### Informal Assessment

**Teacher's Edition Questions throughout lessons-blue circles highlight white numbers**  
**Section Reviews:** Student/Teacher Edition pp. 209, 211, 215, 217, 219, 225, 227, 231, 233, 235, 243, 244, 247, 251, 252, 253, 255, 259, 260, 261, 263, 267, 269  
**Close and Assess:** Teacher Edition pp. 205, 211, 213, 219, 221, 223, 227, 229, 235, 237, 247, 249, 255, 257, 263, 265, 269, 271, 273, 277

### Portfolio Assessment

**Portfolio Assessment:** Teacher Edition pp. 200, 279  
**Leveled Practice:** Teacher Edition pp. 210, 212, 215, 222, 225, 232, 246, 248, 254, 262, 268  
**Workbook Pages:** pp. 44-62  
**Chapter Review: Write About It:** Student/Teacher Edition pp. 239, 275  
**Unit Review: Apply Skills:** Student/Teacher Edition p. 278  
**Curriculum Connection: Writing:** Student/Teacher Edition pp. 227, 255 Teacher Edition pp. 201, 244, 257, 259, 263, 272, 276

### Performance Assessment

**Hands-on Unit Project:** Teacher Edition pp. 239, 275, 280  
**Internet Activity:** Student Edition p. 280  
**Chapter 7 Performance Assessment:** Teacher Edition p. 238  
**Chapter 8 Performance Assessment:** Teacher Edition p. 274  
**Unit Review: Write and Share:** Student/Teacher Edition p. 279  
**Scoring Guides:** Teacher Edition pp. 279-280

### History

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Develop an understanding of historical sources
- 8.1.3.C Understand fundamentals of historical interpretation
- 8.1.3.D Understand historical research
- 8.2.3.A Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- 8.2.3.B Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history.
- 8.2.3.D Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.
- 8.3.3.A Identify contributions of individuals and groups to United States history.
- 8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history
- 8.3.3.C Identify important changes in United States history (e.g., Belief Systems and Religions, Commerce and Industry, Innovations, Settlement Patterns and Expansion)
- 8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history.
- 8.4.3.A Identify individuals and groups who have made significant political and cultural contributions to world history.
- 8.4.3.B Identify historic sites and material artifacts important to world history.

### Civic and Government

- 5.1.3.A Describe what government is.
- 5.1.3.C Define the principles and ideals shaping government.
- 5.1.3.H Identify framers of documents of government.
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship: personal responsibilities/civic responsibilities.
- 5.2.3.C Identify sources of conflict and disagreement and different ways conflicts can be resolved.
- 5.2.3.E Describe ways citizens can influence the decisions and actions of government.
- 5.3.3.H Identify individual interests and explain ways to influence others.
- 5.3.3.J Identify the role of the media in society
- 5.3.3.K Identify different ways people govern themselves.
- 5.4.3.A Identify how customs and traditions influence governments.

### Geography

- 7.1.3.A Identify geographic tools and their uses.
- 7.1.3.B Identify and locate places and regions.
- 7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.3.A Identify the human characteristics of places and regions by their population characteristics.
- 7.3.3.B Identify the human characteristics of places and regions by their cultural characteristics.
- 7.3.3.C Identify the human characteristics of places and regions by their settlement characteristics.
- 7.3.3.E Identify the human characteristics of places and regions by their political activities.
- 7.4.3.A Identify the impacts of physical systems on people.

### Career Standards

- 13.1.3.A Recognize that individuals have unique interests
- 13.2.3.E Discuss the importance of essential workplace skills such as but not limited to:
  - Dependability
  - Health/Safety
  - Team-building
  - Technology



**Teacher Notes**

**Teacher Notes**

**Teacher Notes**

**Unit 5: Communities at Work**  
**Grade 3**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify ways of earning, spending, and saving money.</li> <li>Explain how supply and demand affect the price of a good or service.</li> <li>Explain how producers use natural resources, human resources, and capital goods to produce goods.</li> <li>Explain the impact of scarcity on interdependence within and among communities.</li> <li>Understand the historical significance and importance of international trade.</li> </ul>	<ul style="list-style-type: none"> <li>Earning, Spending, and Saving p. 290-295</li> <li>Choosing Wisely p. 300-303</li> <li>A Community Business p. 306-307</li> <li>Using Resources p. 318-323</li> <li>Depending on Others p. 328-333</li> <li>A World of Trade p. 334-339</li> <li>Lehigh County Notebook</li> <li>-Activity: Miller at Work p. 84-88</li> </ul>	<p><b>Compass Learning</b></p> <p>3799 Import In/Export Out          3788 Money, Money, Money, Money          3789 It Makes the World Go Round          3790 All for One and One for All          3791 The Things Everyone Needs          3798 The Ins and Outs of Economics          3800 It's Goods for You          3801 The Producers</p> <p><b>Literature Library: A Whole New Ball Game</b>  <b>Money</b></p> <p><b>United Streaming</b></p> <ul style="list-style-type: none"> <li>-Economics: The Production, Distribution, and Consumption of Goods, Services and Resources (16:20) * Many Titles</li> <li>-Understanding Economics (25:00)</li> </ul> <p><b>Internet Links</b></p> <p><a href="http://www.goizuetafoundation.org">www.goizuetafoundation.org</a>  <a href="http://www.greatwomen.org">www.greatwomen.org</a></p> <p><b>Workbook Pages 63-77</b></p> <p><b>Vocabulary Workbook Pages 41-52</b></p> <p><b>Every Student Learns Teacher's Guide p. 110-133</b></p> <p><b>Social Studies Plus! P. 90-111</b></p> <p><b>Quick Study (book) p. 56-67</b></p> <p><b>Read Aloud and Primary Sources Pages 69-85</b></p>

# Unit 5: Communities at Work

## Grade 3



### Assessment Options

### PA Standards/Career Standards

#### Formal Assessments

**Lesson Reviews:** Student/Teacher Edition: pp. 295, 303, 311, 323, 333, 339  
**Chapter Reviews:** Student/Teacher Edition: pp. 314-315, 342-343  
**Chapter Tests:** Assessment Book pp. 49-56  
**Unit Review:** Student/Teacher Edition pp. 346-347  
**Unit Tests:** Assessment Book pp. 57-60  
**Exam View Test Bank CD-ROM**

#### Informal Assessment

**Teacher's Edition Questions throughout lessons-blue circles highlight white numbers**  
**Section Reviews:** Student/Teacher Edition pp. 291, 292, 295, 301, 303, 307, 308, 311, 319, 321, 323, 329, 330, 333, 335, 336, 338  
**Close and Assess:** Teacher Edition pp. 287, 295, 297, 299, 303, 305, 311, 313, 323, 325, 327, 333, 339, 341, 345

#### Portfolio Assessment

**Portfolio Assessment:** Teacher Edition pp. 281, 282, 347  
**Leveled Practice:** Teacher Edition pp. 282, 291, 293, 302, 308, 322, 324, 330, 336  
**Workbook Pages:** pp. 63-77  
**Chapter Review: Write About It:** Student/Teacher Edition pp. 315, 343  
**Unit Review: Apply Skills:** Student/Teacher Edition p. 347  
**Curriculum Connection: Writing:** Student/Teacher Edition pp. 333 Teacher Edition pp. 299, 309, 325, 332

#### Performance Assessment

**Hands-on Unit Project:** Teacher Edition pp. 281, 315, 343, 348  
**Internet Activity:** Student Edition p. 348  
**Chapter 9 Performance Assessment:** Teacher Edition p. 314  
**Chapter 10 Performance Assessment:** Teacher Edition p. 342  
**Unit Review: Write and Share:** Student/Teacher Edition p. 347  
**Scoring Guides:** Teacher Edition pp. 347

#### History

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Develop an understanding of historical sources
- 8.1.3.C Understand fundamentals of historical interpretation
- 8.1.3.D Understand historical research
- 8.2.3.A Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history.
- 8.3.3.A Identify contributions of individuals and groups to United States history.
- 8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history

#### Civic and Government

- 5.1.3.C Define the principles and ideals shaping government.
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship: personal responsibilities/civic responsibilities.
- 5.2.3.B Identify personal rights and responsibilities.
- 5.3.3.H Identify individual interests and explain ways to influence others.
- 5.3.3.J Identify the role of the media in society
- 5.4.3.C Identify ways in which countries interact with the United States.
- 5.4.3.D Identify treaties and other agreements between or among nations.
- 5.4.3.E Identify how nations work together to solve problems.

#### Geography

- 7.1.3.A Identify geographic tools and their uses.
- 7.1.3.B Identify and locate places and regions.
- 7.2.3.A Identify the physical characteristics of places and regions.
- 7.3.3.D Identify the human characteristics of places and regions by their economic activities.

#### Economics

- 6.1.3.A Describe how individuals, families and communities with limited resources make choices.
- 6.1.3.B Describe alternative methods of allocating goods and services and advantages and disadvantages of them.
- 6.1.3.C Identify local economic activities.
- 6.1.3.D Identify examples of local businesses opening, closing, expanding or contracting.
- 6.2.3.A Define and identify goods, services, consumers, and producers.
- 6.2.3.B Identify ways local businesses compete to get customers.
- 6.2.3.C Identify and compare means of payment.
- 6.2.3.D Identify groups of competing producers in the local area.
- 6.2.3.E Identify who supplies a product and who demands a product.
- 6.2.3.F Define price and identify the prices of different items.
- 6.2.3.K Identify forms of advertising designed to influence personal choice.
- 6.2.3.L Explain why most countries create their own form of money.
- 6.3.3.A Define scarcity and identify limited resources scarcity.
- 6.3.3.B Define and identify wants of different people.
- 6.3.3.C Identify and define natural, human and capital resources.
- 6.3.3.D Identify costs and benefits associated with an economic decision.
- 6.3.3.E Explain what is given up when making a choice.
- 6.3.3.F Explain how self interest influences choice.
- 6.4.3.A Define specialization and the concept of division of labor.
- 6.4.3.B Explain why people trade.
- 6.4.3.C Explain why goods, services and resources come from all over the nation and the world.
- 6.4.3.D Identify local resources.
- 6.4.3.E Define specialization and identify examples of interdependence.
- 6.4.3.F Explain why some products are produced locally while others are not.
- 6.4.3.G Identify local geographic patterns of economic activities.
- 6.5.3.A Explain why people work to get goods and services.
- 6.5.3.B Identify different occupations.
- 6.5.3.C Describe businesses that provide goods and businesses that provide services.
- 6.5.3.D Define profit and loss.
- 6.5.3.E Identify examples of assets.
- 6.5.3.F Define entrepreneurship and identify entrepreneurs in the local community.
- 6.5.3.G Define saving and explain why people save.
- 6.5.3.H Explain how banks bring savers and borrowers together.

#### Career Standards

- 13.3.3.D Explain how money is used

Unit 5: Communities at Work  
Grade 3



Teacher Notes	Teacher Notes	Teacher Notes

**Unit 6: Governments**  
**Grade 3**



<b>Unit Overview</b>	<b>Titles of Key Lessons (Scott Foresman)</b>	<b>Supplemental Resources</b>
<p><b>The Student will be able to:</b></p> <ul style="list-style-type: none"> <li>Identify governments of the past.</li> <li>Identify and explain the importance of historic documents of the U.S.</li> <li>Identify individuals who have influenced historic events.</li> <li>Identify services commonly provided by local governments.</li> <li>Identify basic structure of local government.</li> <li>Understand the responsibilities of local, state, and national governments.</li> </ul>	<ul style="list-style-type: none"> <li>Government in the Past p. 358-361</li> <li>United States Government p. 366-371</li> <li>Community Services p. 384-387</li> <li>Community Leaders p. 390-395</li> <li>State Government p. 398-401</li> <li>Map &amp; Globe Skills p.388</li> <li>Lehigh County Notebook -Government p. 105-118</li> </ul>	<p><b>Compass Learning</b>            3817 Law and Order            3818 Heads of State and City            3819 Lead, follow or get out of the way            3825 In the Lead</p> <p><b>Literature Library:</b> Abraham Lincoln            Presidents</p> <p><b>United Streaming</b>            -TLC Elementary School Understanding American Values (24:26)            -TLC Elementary School: Understanding Government (many titles)            -Finding your way: Using maps and globes (22:36)            -This is Our Government (18:00)</p> <p><b>Workbook Pages 78-92</b>  <b>Vocabulary Workbook Pages 53-60</b>  <b>Every Student Learns Teacher’s Guide p. 134-157</b>  <b>Social Studies Plus! p. 112-132</b></p> <p><b>Quick Study (book) p. 68-79</b>  <b>Read Aloud and Primary Sources p. 86-102</b></p>





**Assessment Options**

**PA Standards/Career Standards**

**Formal Assessments**

**Lesson Reviews:** Student/Teacher Edition: pp. 361,371,379, 387  
**Chapter Reviews:** Student/Teacher Edition: pp. 380-381, 404-405  
**Chapter Tests:** Assessment Book pp. 61-68  
**Unit Review:** Student/Teacher Edition pp. 408-409  
**Unit Tests:** Assessment Book pp. 69-72  
**Exam View Test Bank CD-ROM**

**Informal Assessment**

**Teacher's Edition Questions throughout lessons-blue circles highlight white numbers**  
**Section Reviews:** Student/Teacher Edition pp. 359, 361, 367, 368, 371, 377, 379, 385, 386, 387, 391, 394, 395, 399, 401  
**Close and Assess:** Teacher Edition pp. 355, 361,363, 365, 371, 373, 375, 379, 387, 389, 395, 397, 401, 403, 407

**Portfolio Assessment**

**Portfolio Assessment:** Teacher Edition pp. 349, 350, 409  
**Leveled Practice:** Teacher Edition pp. 359, 368, 378, 386, 388, 394, 396, 400  
**Workbook Pages:** pp. 78-92  
**Chapter Review: Write About It:** Student/Teacher Edition pp. 381, 405  
**Unit Review: Apply Skills:** Student/Teacher Edition p. 409  
**Curriculum Connection: Writing:** Student/Teacher Edition pp. 361, 371, 387, 401 Teacher Edition pp. 375, 379, 407

**Performance Assessment**

**Hands-on Unit Project:** Teacher Edition pp. 349, 381, 405, 410  
**Internet Activity:** Student Edition p. 410  
**Chapter 9 Performance Assessment:** Teacher Edition p. 380  
**Chapter 10 Performance Assessment:** Teacher Edition p. 404  
**Unit Review: Write and Share:** Student/Teacher Edition p. 409  
**Scoring Guides:** Teacher Edition pp. 409-410

**History**

- 8.1.3.A Understand chronological thinking and distinguish between past, present and future time.
- 8.1.3.B Develop an understanding of historical sources
- 8.1.3.C Understand fundamentals of historical interpretation
- 8.1.3.D Understand historical research
- 8.2.3.A Understand the political and cultural contributions of individuals and groups to Pennsylvania history.
- 8.2.3.B Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history.
- 8.2.3.C Identify and describe how continuity and change have influenced Pennsylvania history.
- 8.3.3.A Identify contributions of individuals and groups to United States history.
- 8.3.3.B Identify and describe primary documents, material artifacts and historic sites important in United States history.
- 8.3.3.C Identify important changes in United States history
- 8.3.3.D Identify conflict and cooperation among social groups and organizations in United States history.
- 8.4.3.B Identify historic sites and material artifacts important to world history.

**Civic and Government**

- 5.1.3.A Describe what government is.
- 5.1.3.B Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.
- 5.1.3.C Define the principles and ideals shaping government.
- 5.1.3.D Identify the document which created Pennsylvania.
- 5.1.3.E Identify documents of United States government
- 5.1.3.F Explain the meaning of a preamble
- 5.1.3.G Describe the purpose of the United States Flag, The Pledge of Allegiance and the National Anthem
- 5.1.3.H Identify framers of documents of governments.
- 5.1.3.I Explain why government is necessary in the classroom, school, community, state, and nation and the basic purposes of government in Pennsylvania and the United States
- 5.1.3.J Explain the importance of respect for the property and the opinions of others.
- 5.1.3.K Identify symbols and political holidays.
- 5.1.3.L Identify ways courts resolve conflicts involving principles and ideals of government.
- 5.1.3.M Identify portions of famous speeches and writings that reflect the basic principles and ideals of government
- 5.2.3.A Identify examples of the rights and responsibilities of citizenship: personal responsibilities/civic responsibilities.
- 5.2.3.B Identify personal rights and responsibilities.
- 5.2.3.D Identify the importance of political leadership and public service in the school, community, state, and nation.
- 5.2.3.E Describe ways citizens can influence the decisions and actions of government.
- 5.2.3.F Explain the benefits of following rules and laws and the consequences of violating them.
- 5.2.3.G Identify ways to participate in government and civic life.
- 5.3.3.A Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.
- 5.3.3.B Identify the role of the three branches of government.
- 5.3.3.C Identify reasons for rules and laws in the school community.
- 5.3.3.D Identify services performed by the local, states, and national governments.
- 5.3.3.E Identify positions of authority at school and in local, state and national governments.
- 5.3.3.G Identify why being treated fairly is important.
- 5.3.3.I Explain why taxes are necessary and identify who pays them.
- 5.3.3.J Identify the role of the media in society.
- 5.3.3.K Identify different ways people govern themselves.
- 5.4.3.A Identify how customs and traditions influence governments.

**Geography**

- 7.1.3.A Identify geographic tools and their uses.
- 7.1.3.B Identify and locate places and regions.
- 7.3.3.E Identify the human characteristics of places and regions by their political activities.

**Economics**

- 6.2.3.C Identify and compare means of payment.
- 6.2.3.G Define what a tax is and identify a tax paid by most families.
- 6.2.3.H Identify government involvement in local economic activities.
- 6.2.3.I Identify goods and services produced by the government (e.g., postal service, food inspection).
- 6.2.3.J Explain the relationship between taxation and government services.

**Career Standards**

Does not apply

Unit 6: Governments  
Grade 3



Teacher Notes	Teacher Notes	Teacher Notes