

| Grade 3 | Unit 1: Government and Civics | | Suggested Length: |
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| Essential Questions | <i>Program of Studies</i> and Core Content | Key Terms and Vocabulary | Classroom Instruction and <u>Assessment</u> |
| | | | Student will: |
| <p>1. What are the purposes of a government?</p> <p>2. How are citizen rights and government connected?</p> <p>3. Why is the election process a right and a responsibility?</p> | <p><u>Core Content</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection roads and snow removal, garbage pick-up,) and identify how they pay for these services (taxes). <input type="checkbox"/> SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws. DOK 2 <input type="checkbox"/> SS-EP-1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky. <input type="checkbox"/> SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today. <input type="checkbox"/> SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important. DOK 2 | <ul style="list-style-type: none"> <input type="checkbox"/> Citizens <input type="checkbox"/> Democratic government <input type="checkbox"/> Government <input type="checkbox"/> Govern <input type="checkbox"/> Tax <input type="checkbox"/> Constitution <input type="checkbox"/> Rights <input type="checkbox"/> Amendments <input type="checkbox"/> Legislative <input type="checkbox"/> Executive <input type="checkbox"/> Judicial <input type="checkbox"/> Bill of Rights | <ul style="list-style-type: none"> <input type="checkbox"/> Diagram of mayor/city council what they are in control of. <input type="checkbox"/> Read articles about local government. <input type="checkbox"/> Read book about the mayor. <input type="checkbox"/> Read book about president. <input type="checkbox"/> Describe and explain a constitution that reflects the rights and responsibilities of students and teachers in your school. SS-EP-1.1.2 DOK 2 <input type="checkbox"/> Have mayor of Brooksville come and speak about his job. <input type="checkbox"/> Design a T-shirt that depicts the Three Branches of Government. SS-EP-1.3.1 DOK 1 <input type="checkbox"/> Complete a book about Our Government. SS-EP-1.3.1 DOK 1 <input type="checkbox"/> Make a Citizenship Mobile. SS-EP-1.3.2 DOK 1 |

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| | <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ GC3 Begin to understand the basic purpose of government and how citizen participation can affect government. | <ul style="list-style-type: none"> ❑ Election process | <ul style="list-style-type: none"> ❑ Demonstrate knowledge of terms by playing “on the Campaign Trail”. GC3 DOK 1 ❑ Create a time-line showing stages involved with a presidential election. GC 3 DOK 2 ❑ On-Demand: Students will write a letter to the party of their choice to learn more about that political party (rubric). GC 3 DOK 2 |

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| Grade 3 | Unit 2: US History and Its Culture | | Suggested Length: |
| Essential Questions | <i>Program of Studies</i> and Core Content | Key Terms and Vocabulary | Classroom Instruction and <u>Assessment</u> Student will: |
| <p>1. What elements make up a society’s culture?</p> <p>2. How do historical events effect and change society?</p> | <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts). DOK 1 ❑ SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community. ❑ SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/ groups at home and at school. DOK 2 ❑ SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). | <ul style="list-style-type: none"> ❑ Culture ❑ Beliefs ❑ Customs ❑ Tradition ❑ Institution ❑ Society ❑ Unique ❑ Compromise ❑ Prejudice ❑ Stereotype ❑ Primary source ❑ Secondary source | <ul style="list-style-type: none"> ❑ Compare and contrast present day society to society a hundred years ago. SS-EP-2.1.1 DOK 2 ❑ Research an Indian Tribe. (tell about foods, homes, clothes, cultural elements) SS-EP-2.1.1 DOK 3 ❑ Compare and Contrast the life of the Pilgrims to present day or to the Indians. SS-EP-2.1.1 DOK 2 ❑ Complete packet on North American Indian Tribes. ❑ Visit to Rankin house. SS-EP-2.3.1 DOK 1 ❑ Scheduled Speaker to come and talk about Underground Railroad connected to this area. SS-EP-2.3.1 DOK 1 ❑ Books to Use: <u>Allen Jay and the Underground Railroad</u>; <u>Sweet Clare and the Freedom Quilt</u>; <u>Follow the Drinking Gourd</u>; <u>Hidden in Plain View</u>; <u>Who is Harriett Tubman</u>. SS-EP-2.3.1 DOK 1 ❑ View the movie “April Morning” and do an open response. SS-EP-5.1.1 DOK 2 |

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| | <ul style="list-style-type: none"> <input type="checkbox"/> SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past. <input type="checkbox"/> SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., <i>The Star-Spangled Banner</i>, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran’s Day, Martin Luther King’s birthday, Fourth of July) and explain their historical significance. DOK 2 <input type="checkbox"/> SS-EP-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States. DOK 2 <input type="checkbox"/> SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation and education in the community. <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> <input type="checkbox"/> <i>H4 Describe and illustrate historical concepts or events through symbols, slogans, songs.</i> <input type="checkbox"/> <i>CS4 Understand how human needs are met through social groups and institutions.</i> <input type="checkbox"/> <i>CS5 Examine concepts of stereotyping, prejudice, and discrimination.</i> <input type="checkbox"/> <i>H3 Differentiate among fact, fiction, and opinion in relating historical events</i> <input type="checkbox"/> <i>H5 Understand simple historical time lines and use primary and secondary sources and</i> | <ul style="list-style-type: none"> <input type="checkbox"/> Motto <input type="checkbox"/> Patriotic <input type="checkbox"/> Slogan <input type="checkbox"/> Immigration <input type="checkbox"/> Immigrant <input type="checkbox"/> Indigenous <input type="checkbox"/> Tax <input type="checkbox"/> Colonial <input type="checkbox"/> Era <input type="checkbox"/> Barter <input type="checkbox"/> Innovation | <p>Student will:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Perform short skit on an American historical figure. SS-EP-5.2.1 DOK 2 <input type="checkbox"/> Discuss the holidays and create a booklet about them. <input type="checkbox"/> Chart Christopher Columbus’ route to the new world. SS-EP-5.2.3 DOK 1 <input type="checkbox"/> Create an ongoing history time line as a group that will be displayed in the classroom. SS-EP-5.2.3 DOK 1 <input type="checkbox"/> Create a time line of Christopher Columbus and his voyage. SS-EP-5.2.3 DOK 1 <input type="checkbox"/> Take a field trip to Old Washington and receive log cabin learning book. SS-EP-5.2.3 DOK 1 |

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| | <p><i>artifacts to examine the past.</i></p> <ul style="list-style-type: none"> ❑ <i>H2 Understand how and why (cause-and-effect) events occurred in the community, state, or nation.</i> | | |

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| Grade 3 | Unit 3: Economics | | Suggested Length: |
| Essential Questions | <i>Program of Studies</i> and Core Content | Key Terms and Vocabulary | Classroom Instruction and <u>Assessment</u> Student will: |
| <p>1. What are the fundamental economic concepts?</p> <p>2. How does the different role of family, workers, banks and businesses affect the economy?</p> <p>3. Why do consumers' wants influence the production and consumption of goods and services?</p> <p>4. What skills are necessary in order to make informed economic decisions?</p> | <p><u>Core Content</u></p> <ul style="list-style-type: none"> ❑ SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources-natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs. DOK 2 ❑ SS-EP-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy. ❑ SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising). DOK 2 | <ul style="list-style-type: none"> ❑ Natural resource ❑ Human resource ❑ Capital resource ❑ Scarcity ❑ Opportunity cost ❑ Goods ❑ Consumer ❑ Demand ❑ Supply ❑ Wants ❑ System ❑ Savings ❑ Produce ❑ Producer ❑ Barter ❑ Market ❑ Profit ❑ Available ❑ Economics ❑ Free enterprise | <ul style="list-style-type: none"> ❑ Students will do an activity where they take care of a household expensive for a week. SS-EP-3.1.1 DOK 1 ❑ Read the book: <u>Ice Cream Cone Around the World</u>. SS-EP-3.1.1 DOK 1 ❑ Read the book <u>The Quilt Story</u>. SS-EP-3.1.1 DOK 1 ❑ Take a trip to First National Bank. SS-EP-3.2.1 ❑ Students will be doing a checking writing activity called "Checking it Out." SS-EP-3.2.1 ❑ To spend and save activity. SS-EP-3.2.1 ❑ View video on the difference between wants and needs. SS-EP-3.3.1 DOK 1 ❑ Students will shop with their money that they have earned to make a quilt. SS-EP-3.3.1 DOK 1 ❑ Students will try to figure out which pet will be the cheapest to take care of. SS-EP-3.3.1 DOK 1 ❑ More for your money – Students will decide which trip they will get more for their money from. SS-EP-3.3.1 DOK 1 ❑ Read the story "Why Money was Invented" SS-EP-3.3.1 |

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| <p>5. What is the relationship between work, wages, purchasing power and lifestyles?</p> | <ul style="list-style-type: none"> <input type="checkbox"/> SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money). <input type="checkbox"/> SS-EP-3.4.1 Students will define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally). DOK 2 <input type="checkbox"/> SS-EP-3.4.2 Students will describe how new | <ul style="list-style-type: none"> <input type="checkbox"/> Consumption <input type="checkbox"/> Distribution <input type="checkbox"/> Production <input type="checkbox"/> Taxes <input type="checkbox"/> Revenue | <p>Student will:</p> <p>DOK 1</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read “Oxcart Man” and do the activities that go with it. There is a bartering activity to do with cards. SS-EP-3.3.1 DOK 1 <input type="checkbox"/> Students will classify pictures into either a good or a service, then complete WS: Out on the Town. SS-EP-3.3.1 DOK 1 <input type="checkbox"/> Students will organize sentences structures and then classify them as a good or service. SS-EP-3.3.1 DOK 1 <input type="checkbox"/> WS: Now That’s Service. SS-EP-3.3.1 DOK 1 <input type="checkbox"/> When given a list of goods and services students will rank these in order of importance to them. SS-EP-3.3.1 DOK 1 <input type="checkbox"/> Consumer Search Activity using newspapers students will choose a classified ad and answer a list of questions concerning what good or service it is and how you will use it as a consumer. SS-EP-3.3.1 DOK 1 <input type="checkbox"/> Students will develop a product web. Students will create an advertisement for a new store. SS-EP-3.3.1 DOK 1 <ul style="list-style-type: none"> <input type="checkbox"/> Students will compare between needs and wants by completing a worksheet. SS-EP-3.4.1 DOK 1 <input type="checkbox"/> Students will create do a booklet called “Calling all consumers.” SS-EP-3.4.1 DOK 1 <input type="checkbox"/> Students will complete a checklist about what are needs and wants. Then they will make a collage about their needs and wants. SS-EP-3.4.1 DOK 1 <ul style="list-style-type: none"> <input type="checkbox"/> Video: “Practical Money for Kids”. SS-EP-3.4.2 <input type="checkbox"/> Read the book: <u>Money Adventure</u>. SS-EP-3.4.2 <input type="checkbox"/> Students will watch the video: “This is Our |

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| | <p>knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world.</p> <p><input type="checkbox"/> SS-EP-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and services.</p> <p><u>Program of Studies</u></p> <p><input type="checkbox"/> <i>PE6 Explore the world of work and recognize relationships among work, wages, purchasing power, and lifestyle.</i></p> | <p><input type="checkbox"/> Interdependence</p> | <p>Government”, which explains government functions and how taxes are used to support the government. SS-EP-3.4.2</p> <p><input type="checkbox"/> WS: Taxable will be given to students to develop a working vocabulary of the type of taxes people must pay. SS-EP-3.4.2</p> <p><input type="checkbox"/> Students will identify through an organized list the services that are provided by the government through the use of these taxes. SS-EP-3.4.2</p> <p><input type="checkbox"/> Students will randomly pick from six different job situations and using the salary given determine their tax amount due to the government. SS-EP-3.4.2</p> <p><input type="checkbox"/> A graph will be given to the students with a typical household budget and the students will determine what percentage of income will be taxed. SS-EP-3.4.2</p> |

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| Grade 3 | Unit 4: Geography | | Suggested Length: |
| Essential Questions | <i>Program of Studies</i> and Core Content | Key Terms and Vocabulary | Classroom Instruction and <u>Assessment</u> Student will: |
| 1. What are the five themes of Geography? | <p><u>Core Content</u></p> <p><input type="checkbox"/> SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places</p> | <p><input type="checkbox"/> Geography</p> <p><input type="checkbox"/> Latitude</p> <p><input type="checkbox"/> Longitude</p> | <p><input type="checkbox"/> Create a globe using continent pieces and a round object (ball, pumpkin, etc.).</p> <p><input type="checkbox"/> Play “Name the Continent” card match game.</p> |

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| <p>2. What resources are used to locate a specific place?</p> <p>3. How are various types of maps important and necessary for use by society?</p> | <p>at home, school and the community.</p> <ul style="list-style-type: none"> ❑ SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers) and natural resources on Earth’s surface and use relative location. ❑ SS-EP-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community. ❑ SS-EP-4.2.1 Students will describe places on Earth’s surface by their physical characteristics (e.g., climate, landforms, bodies of water). ❑ SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on the Earth’s surface. ❑ SS-EP-4.3.2 Students will describe how technology helps us move, settle and interact in the modern world. ❑ SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing). DOK 1 ❑ SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities. <p><u>Program of Studies</u></p> <ul style="list-style-type: none"> ❑ <i>PG3 Use various representations of the Earth</i> | <ul style="list-style-type: none"> ❑ Physical Characteristics ❑ Physical Maps ❑ Political Maps ❑ Relative Location ❑ Thematic Maps ❑ Fertile ❑ Inaccessible ❑ Population ❑ Adapt ❑ Perspective | <p>Student will:</p> <ul style="list-style-type: none"> ❑ Learn the poem “The Big Seven”. ❑ Complete the activity packet on Latitude and Longitude. ❑ Complete booklet: “Where Oh Where”. ❑ Create communities in small groups. ❑ Create volcanoes showing environmental influences. ❑ Create a landform booklet in collaboration with the Art Teacher. ❑ Work in small groups to create a mural of geographic regions. ❑ Create a chart organizing natural resources that are used as food, shelter, and clothing. ❑ Review packer on the continents of the world. ❑ Do activity with globe by throwing it to see if it lands on water or land. |

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| | <p><i>(e.g. maps, globes, mental maps) to find and explain human and physical geographic features in Kentucky and regions of the United States.</i></p> <ul style="list-style-type: none"> ❑ <i>PG5 Recognize factors that influence human movement and settlement.</i> | | Student will: |