

WALLENPAUPACK AREA SCHOOL DISTRICT

Hawley, Pennsylvania

PLANNED COURSE CURRICULUM GUIDE

Course Details		Instructional Time	
Course / Grade:	3 rd Grade Social Studies	Type of Offering:	☐ Required ☐ Elective
Department:	Social Studies	Length of Course:	☐ Marking Period (1/4 year) ☐ Semester (1/2 year) ☐ Year (1 full year)
Course # / Code:			

	Date of Completion:	
	Date Adopted:	

Date of Revision:	
Revision Author(s):	

Course Description – *a narrative of the entire course. Highlight major concepts addressed and the benefit for student completion.*

The 3rd Grade Social Studies course content and contexts are embedded within the 3rd grade English Language Arts Units. The Social Studies content and context for this course include Literacy Lab, Celebrations Around the World, Weather and Climate, and Traditional Tales and World Cultures.

Course Rationale – *highlight the purpose of this course and what makes it relevant.*

As students' progress in their Social Studies experiences, they focus on learning about the world around them from smaller and more local contexts all the way through contexts requiring global awareness. To this point in their Social Studies development 3rd grade students have Social Studies experiences in mapping their homes, schools, neighborhoods, states, countries, and eventually the world (1st grade), jobs in their communities (2nd grade), traditional tales and world cultures and geography (3rd grade).

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
Weather and Climate	7.1 Basic Geographic Literacy 7.2 Physical Characteristics of Places and Regions 7.4 Interactions between people and environment	Define and describe your weather phenomenon. In which climate is your weather phenomenon going to occur and why? What data sets are collected on your weather phenomenon and why? How can natural hazards impact society and the environment?	Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.	Refer to Weather and Climate Vocabulary Card for social studies specific vocabulary under the headings of Types, Location, Data, Patterns and Causes, Impacts and Relief, and Technology.	Weather and Climate Exemplar Text Pack I Survived the Children's Blizzard by Lauren Tarshis Classroom Libraries Arc Bookshelf Classroom Maps Epic	Pre-assessment Post-assessment Final Project

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
Traditional Tales and World Cultures	8.1 Historical Analysis and Skills Development 8.4 World History	What is Culture? To what extent have traditional tales been effective at reflecting or preserving the values of a culture? How do some objects or ideas take on symbolic significance over time and across cultures?	Human beings create, learn, share, and adapt to culture. The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	Artifact Conflict Context of Events Culture Document Ethnicity Graphic Representations Historical Source Human Geography Opinion Political Primary Source Secondary Source Social	What is Culture? By Bobbi Kalman Classroom Libraries Classroom Maps Epic ARC Bookshelf	Constructed Response (Multiple) Narrative piece which is set in a cultural setting that reflects true and accurate representations, events, symbols, and traditions.

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
Literacy Lab	8.3 United States History 7.1 Basic Geographic Literacy 7.2 Physical Characteristics of Places and Regions 7.3 Human Characteristics of Places and Regions 7.4 Interactions Between People and the Environment	Who were the Pioneers? Why did the Pioneers move west? How did the Pioneers travel? What was the Gold Rush?	Studying the past makes it possible for us to understand the human story across time. The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	Environment Geographic Tools Place Physical Systems Region Resource	Magic Treehouse Twister on Tuesday Epic Classroom Libraries Oregon Trail – Westward Adventure PowerPoint	Constructed Response (Multiple) Compare and Contrast

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
Celebrations Around the World	7.1 Basic Geographic Literacy 7.3 Human Characteristics of Places and Regions 7.4 Interactions Between People and the Environment 8.4 World History	Why do people celebrate? Why are holidays and festivals important to culture? What are the common characteristics across cultures?	Studying the past makes it possible for us to understand the human story across time. The study of people, places, and environments enables us to understand the relationship between human populations and the physical world.	Environment Geographic Tools Human Features Place	Epic Classroom Libraries Classroom Maps Graphic Organizers	Narrative Writing Informational Writing

Unit	Standard	Essential Questions	Enduring Understandings	Vocabulary	Materials/ Resources	Assessment
Titanic	7.1 Basic Geographic Literacy 7.2 Physical Characteristics of Places and Regions 7.3 Human Characteristics of Places and Regions 7.4 Interactions Between People and the Environment 8.3 United States History 8.4 World History	Why is the past important to us today? What can we learn from the past about how new technologies result in broader social change?	Studying the past makes it possible for us to understand the human story across time. Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world.	Environment Geographic Tools Human Features Place Artifact Region Context of Events Historical Source Inquiry Primary Source	Epic Classroom Libraries Classroom Maps Graphic Organizers Titanic Fact Tracker	Informational Writing Passenger Research