

Niagara Falls City School District 3rd Grade Social Studies Curriculum Map

TRIMESTER 1 – UNIT 1 Geography, Humans, and the Environment (7 weeks)	Unit Description: 3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools. 3.2 The location of world communities can be described using geographic tools and vocabulary.
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS / SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> Why does it matter where we live? 	<p>3.1a Earth is comprised of water and large land masses that can be divided into regions.</p> <p>3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.</p> <p>3.2a The location of world communities can be described using geographic tools and vocabulary.</p> <p>3.2b World communities can be located in relation to each other and to principle parallels and meridians</p>	<ul style="list-style-type: none"> Students will identify the continents and oceans, by using globes and maps. (3.1 a) Students will locate the selected world communities in relation to oceans and continents. (3.1 a) Students will identify the differences between a globe and a map. (3.1 b) Students will examine a variety of maps, looking for at least two of the selected world communities, looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. Country, country vs. City). (3.1 b) Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify 	<p>A. Each chapter has a chapter pre-test that is optional. Using given questions to measure knowledge before beginning the chapter. PP. T-4</p> <p>B. The following assessments are flexible and you may choose one or more:</p> <p>Inquiry Project- Students will create a travel brochure that encourages travelers to visit their community PP. T6-T7</p> <p>Seal of Civic Readiness Pillar: Civic Knowledge</p>

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		<p>differences for at least one of the selected world communities. (3.1 b)</p> <ul style="list-style-type: none"> ➤ Students will examine where each selected world community is located. (3.2 a) ➤ Students will examine the location of each selected world community relative to the United States and other selected world communities. Students will locate and each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions. (3.2 b) 	<p>Chapter Assessments- to monitor student understanding of the chapter content. Online tests are customizable and available for every chapter. There are tools available to create your own assessment as well. All tests are available to be printed.</p>
Resources: Throughout each chapter there will be inquiry-based activities to complete in the student inquiry journal.	<p><u>Chapter 1 Lessons 1-5</u> Student Inquiry Journal Pg. 2-53</p>	<p><u>BrainPOPJr</u>: Landforms; Continents & Oceans; Rural, Suburban & Urban; Reading Maps</p>	

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TRIMESTER 1 – UNIT 2 Geography, Humans and the Environment (7 Weeks)	Unit Description: 3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> What is our relationship with our environment? 	<p>3.3a Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.</p> <p>3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.</p>	<ul style="list-style-type: none"> Students will examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations. (3.3 a) Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by geographic factors. (3.3 a) Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs. (3.3 b) Students will investigate how human activities and the use of technology have altered the environment, bringing about unintended consequences for each of the selected world communities and their own community. (3.3 b) Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community. (3.3 b) 	<p>A. Each chapter has a chapter pre-test that is optional. Using given questions to measure knowledge before beginning the chapter. PP. T106</p> <p>B. The following assessments are flexible and you may choose one or more:</p> <p>Inquiry Project- students will explore an issue that affects their community's environment and create a plan for improvement and explain why this will improve the community and present it to class. See PPT108-109 Seal of Civic Readiness Pillar: Skills & Actions</p> <p>Chapter Assessments- to monitor student understanding of the chapter content. Online tests are customizable and available for every chapter. There are tools available to create your own assessment as well. All tests are available to be printed.</p>

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Resources: Throughout each chapter there will be inquiry-based activities to complete in the student inquiry journal.	<u>Chapter 2 Lessons 1-3</u> Student Inquiry Journal Pg. 54-95	
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TRIMESTER 2 – UNIT 3 Time, Continuity and Change; Development, Movement and Interaction of Cultures (6 Weeks)	Unit Description: 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays. 3.5 Communities share cultural similarities and differences across the world. 3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> What makes a community unique? 	<p>3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.</p> <p>3.4b Arts, music, dance, and literature develop through a community's history.</p> <p>3.5a The structure and activities of families and schools share similarities and differences across world communities.</p> <p>3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices.</p>	<ul style="list-style-type: none"> ➤ Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community. (3.4 a) ➤ Students will examine symbols of each selected world community. (3.4 a) ➤ Students will explore the arts, music, dance, and literature of each selected world community. (3.4 b) ➤ Students will compare and contrast the structure and activities of families and schools in each selected community with their own. (3.5 a) ➤ Students will examine each selected world community in terms of its members, 	<p>A. Each chapter has a chapter pre-test that is optional. Using given questions to measure knowledge before beginning the chapter. PP. T168</p> <p>B. The following assessments are flexible and you may choose one or more:</p> <p>Inquiry Project- to showcase information students will present a plan for a holiday or festival that celebrates these cultures. See PP. T170- T171 Seal of Civic Readiness Pillar: Civic Knowledge.</p> <p>Chapter Assessments- to monitor student understanding of the chapter content. Online tests are customizable and available for every chapter. There</p>

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	<p>People in world communities celebrate various holidays and festivals</p> <p>3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time</p>	<p>languages spoken, customs and traditions, and religious beliefs and practices. (3.5 b)</p> <p>➤ Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community. (3.5 b)</p> <p>➤ Students will examine people, goods, and ideas that have diffused from other communities into each selected world community and the effects of the people, goods, and ideas on these communities. (3.6 a)</p> <p>➤ Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their effects on those communities. (3.6 a)</p>	<p>are tools available to create your own assessment as well. All tests are available to be printed.</p>
<p>Resources: Throughout each chapter there will be inquiry-based activities to complete in the student inquiry journal.</p>		<p><u>Chapter 3 Lessons 1-5</u> Student Inquiry Journal Pg. 84-129</p>	<p><u>Nearpod:</u> Let’s Talk About Family & Food</p>

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TRIMESTER 2 – UNIT 4 Civic Ideals and Practices (7 Weeks)	Unit Description: 3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> Why Do Governments and Citizens Need Each Other? 	<p>3.7a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.</p> <p>3.7b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.</p> <p>3.7c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.</p> <p>3.7d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the</p>	<ul style="list-style-type: none"> Students will examine the type of government is found in each selected world community and compare and contrast it with United States government, as well as with the types of governments found in other selected world communities. Students will examine different processes of selecting leaders, solving problems, and making decisions in nations and communities and compare and contrast them to the process used in the United States. Students will examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in each selected world community and compare and contrast it with the process in the United States, as well as in selected world communities. 	<p>A. Each chapter has a chapter pre-test that is optional. Using given questions to measure knowledge before beginning the chapter. PP. T378</p> <p>B. The following assessments are flexible and you may choose one or more:</p> <p>Inquiry Project- Students will create a constitution that sets rules that everyone in the class must follow. Students will also determine the consequences for breaking any of the rules before agreeing to follow the constitution PP. T380-T381 Seal of Civic Readiness Pillar: Civic Knowledge</p> <p>Chapter Assessments- to monitor student understanding of the chapter content. Online tests are customizable</p>

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	political process in some countries than in others.	➤ Students will examine the role of the citizen in each selected world community and how this role is similar to or different from the role a citizen plays in the United States, as well in as other selected world communities.	and available for every chapter. There are tools available to create your own assessment as well. All tests are available to be printed.
Resources: Throughout each chapter there will be inquiry-based activities to complete in the student inquiry journal.	<u>Chapter 5 Lessons 1-6</u> Student Inquiry Journal Pg.190-243		<u>BrainPOPJr</u> : Ellis Island; Rights & Responsibilities; Statue of Liberty; U.S. Symbols <u>Nearpod</u> : Laws, Rights & Responsibilities

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TRIMESTER 3 – UNIT 5 Civic Ideals and Practices (6 Weeks)		Unit Description: 3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.	
ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> How does the past impact the present? 	<p>3.8a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.</p> <p>3.8b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.</p> <p>3.8c When faced with prejudice and discrimination, people can take steps to support social action and change</p>	<ul style="list-style-type: none"> Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community. (3.8 a) Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people. (3.8 b) Students will investigate steps people can take to support social action and change. (3.8 c) 	<p>A. Each chapter has a chapter pre-test that is optional. Using given questions to measure knowledge before beginning the chapter. PP T262</p> <p>B. The following assessments are flexible and you may choose one or more:</p> <p>Inquiry Project- Students will create an illustrated timeline that shows important events in the community's growth PP. T264-T265 <i>Seal of Civic Readiness Pillar: Civic Mindset</i></p> <p>Chapter Assessments- to monitor student understanding of the chapter content. Online tests are customizable and available for every chapter. There are tools available to create your own assessment as well. All tests are available to be printed.</p>
Resources: Throughout each chapter there will be inquiry-based activities to complete in the student inquiry journal.		<u>Chapter 4 Lessons 1-6</u> Student Inquiry Journal Pg. 130-189	Nearpod: What is Race?; What is Racism? (Sesame Street) Arthur On Racism: Talk, Listen & Act

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TRIMESTER 3 – UNIT 6 Creation, Expansion, and Interaction of Economic Systems (5 Weeks)	Unit Description: 3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy. 3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?
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ESSENTIAL QUESTIONS	COMMON CORE & NCSS STANDARDS	CONTENT	STUDENT PERFORMANCE EXPECTATIONS/ SUGGESTED ASSESSMENTS
<ul style="list-style-type: none"> How Do People in a Community Meet Their Wants and Needs? 	<p>3.9a World communities use human and natural resources in different ways.</p> <p>3.9b People in communities have various ways of meeting their basic needs and earning a living.</p> <p>3.10a Communities around the world produce goods and provide services.</p> <p>3.10b World communities have needs, wants, and limited resources. To meet their needs and wants,</p>	<ul style="list-style-type: none"> ➤ Students will investigate available resources for each selected world community and how these resources are used to meet basic needs and wants. (3.9 a) ➤ Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community. (3.9 a) ➤ Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community. (3.9 b) ➤ Students will examine the various ways people earn a living and how this has changed, if at all, over time in each selected world community. (3.9 b) ➤ Students will determine what goods are produced and services are provided in each selected world community. (3.10 a) ➤ Students will examine how the goods are produced within each selected world community. (3.10 a) 	<p>A. Each chapter has a chapter pre-test that is optional. Using given questions to measure knowledge before beginning the chapter. PP. T490</p> <p>B. The following assessments are flexible and you may choose one or more:</p> <p>Inquiry Project- Students will select a local business and conduct an interview with the business owner. They will then create a blog about the business, adding pictures, charts etc. To</p>

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	communities trade with others. Technological developments in transportation and communication have influenced trade.	<ul style="list-style-type: none"> ➤ Students will investigate who receives the goods that are produced in each selected world community. (3.10 a) ➤ Students will examine each selected world community in terms of what products and/or services it exports to other communities. (3.10 b) ➤ Students will examine each selected world community in terms of what products and/or services it imports from other communities. (3.10 b) ➤ Students will explore the basic economic concepts of supply and demand and how they influence prices and trade. (3.10 b) ➤ Students will examine how technological developments in transportation and communication have influenced trade over time. (3.10 b) 	<p>support ideas. . PP. T492-T493. Seal of Civic Readiness Pillar: Civic Experience</p> <p>Chapter Assessments- to monitor student understanding of the chapter content. Online tests are customizable and available for every chapter. There are tools available to create your own assessment as well. All tests are available to be printed.</p>
Resources: Throughout each chapter there will be inquiry-based activities to complete in the student inquiry journal.		<u>Chapter 6 Lessons 1-5</u> Student Inquiry Journal Pg. 244-295	<u>BrainPOPJr:</u> Needs & Wants <u>Nearpod:</u> Goods & Services; Needs & Wants; Saving & Spending; Producers & Consumers