

# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Our Government at Work*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 3)*

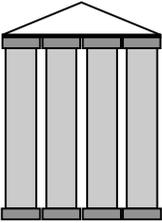
**CONCEPTUAL LENS:** *Change & Continuity*

**Unit Title:**  
*Our Government at Work*

**Conceptual Lens:** *Change and Continuity*

**Length of Unit:** *9 weeks*

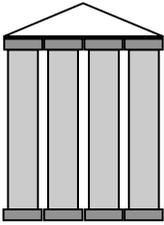
<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
5.1 3A 5.1 3B 5.1 3C 5.1 3E 5.1 3F 5.1 3H 5.1 3I 5.1 3L 5.1 3M 5.2 3D 5.2 3E 5.3 3A 5.3 3B 5.3 3D 5.3 3E 5.3 3F 5.3 3J 6.2 3A 6.2 3B 6.2 3D 6.2 3E 6.2 3J 6.2 3K 6.3 3A 6.3 3C 6.4 3C 6.5 3D 7.1 3B 7.2 3A 7.3 3C 7.4 3B 8.1 3A 8.1 3B 8.1 3D 8.2 3B 8.3 3B	<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>Government provides laws</li> <li>Government was formed from principles and ideals</li> <li>Government is represented by symbols</li> <li>Government changes as the region, state, and nation change</li> </ol> <p><b>Economics</b></p> <ol style="list-style-type: none"> <li>Economic structures are based on supply and demand</li> <li>Government and businesses use advertising to be competitive and “sell” their goods and services</li> <li>Government and businesses have profits and losses</li> <li>Taxes are used to provide services to the region and state</li> </ol> <p><b>Geography</b></p> <ol style="list-style-type: none"> <li>Settlement patterns impact the physical systems of the land.</li> </ol> <p><b>History</b></p> <ol style="list-style-type: none"> <li>Significant people change a region, state, or nation.</li> <li>Important events have changed our region and state.</li> <li>Historical documents, artifacts, and sites tell us about the history of our region, state, and nation.</li> </ol> <p><b>Culture</b></p> <ol style="list-style-type: none"> <li>Changes in population affect an area</li> </ol>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>Governments are responsible for laws.</li> <li>There is a local, state and national government.</li> <li>The three branches of local, state and national government.</li> <li>The job of a mayor, city council, governor, lawmakers, president, and judges.</li> <li>Citizenship requires responsibility.</li> <li>A duty is a job of a citizen.</li> <li>Local, state, and national documents and artifacts</li> <li>Difference in primary and secondary sources</li> <li>Names and contributions of significant people and events</li> <li>Economic terms: supply, demand, advertising, competition, profit, loss, tax</li> <li>How the region has changed in population and how that change affects the area</li> </ol>	<ol style="list-style-type: none"> <li>Cause and effect</li> <li>Create/read graphic organizers</li> <li>Describing (documents)</li> <li>Fact and opinion</li> <li>Interpret maps and research symbols/artifacts of city, state and nation</li> <li>Analyze and synthesize information</li> <li>Multiple points of view</li> </ol>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Government at Work  
**Conceptual Lens:** Change and Continuity  
**Length of Unit:** 9 Weeks

Essential Understandings (Generalizations)	Guiding Questions F = Factual C = Conceptual P = Philosophical
<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>Government provides laws</li> <li>Government was formed from principles and ideals</li> <li>Government is represented by symbols</li> <li>Government changes as the region, state, and nation change</li> </ol>	<ul style="list-style-type: none"> <li>What people have influenced our region (includes state and national, e.g., William Penn, George Washington, Lincoln)? (F)</li> <li>What makes someone a “great” leader? (P)</li> <li>What documents, artifacts are important to our region? (Declaration of Independence, Bill of Rights) (F)</li> <li>How do symbols and historical evidence identify a nation? (C)</li> <li>What symbols are used to represent our school, town, state? (F)</li> <li>What are the three branches of government? (F)</li> </ul>
<p><b>Economics</b></p> <ol style="list-style-type: none"> <li>Economic structures are based on supply and demand</li> <li>Government and businesses use advertising to be competitive and “sell” their goods and services</li> <li>Government and businesses have profits and losses</li> <li>Taxes are used to provide services to the region and state</li> </ol>	<ul style="list-style-type: none"> <li>What is supply and demand? (C)</li> <li>How is advertising used to “sell” goods and services? (F)</li> <li>What is a profit and a loss? (F)</li> <li>What is a tax? (F)</li> <li>How are taxes used? (F)</li> </ul>
<p><b>Geography</b></p> <ol style="list-style-type: none"> <li>Settlement patterns impact the physical systems of the land</li> </ol>	<ul style="list-style-type: none"> <li>What are settlement patterns? (F)</li> <li>What are physical systems of the land? (C)</li> <li>How do people impact land? (C)</li> </ul>
<p><b>History</b></p> <ol style="list-style-type: none"> <li>Significant people change a region, state, or nation.</li> <li>Important events have changed our region and state.</li> <li>Historical documents, artifacts, and sites tell us about the history of our region, state, and nation.</li> </ol>	<ul style="list-style-type: none"> <li>How did our country form its government? (F)</li> <li>What is the role and responsibility of a governor of a state? (F)</li> <li>What is the role and responsibility of the president of the United States? (F)</li> <li>What are the responsibilities of a citizen? (P)</li> <li>What is the difference between a duty and a right? (C)</li> <li>What would our society look like without laws? (P)</li> <li>What are our ideals and how are they practiced? (C)</li> <li>How are leaders elected? (F)</li> <li>What makes a “good” leader? (P)</li> </ul>
<p><b>Culture</b></p> <ol style="list-style-type: none"> <li>Changes in population affect an area</li> </ol>	<ul style="list-style-type: none"> <li>Has our population changed? (F)</li> <li>If so, how has it affected our region economically, socially, politically? (F and C)</li> <li>Does culture impact government? (C)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Our Government at Work

**Conceptual Lens:** Change and Continuity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

**NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

**WHAT:**

Investigate a government at work on an island.

**WHY:**

Understand that governments consist of a leader, laws, and citizens with rights and duties under one name with its own symbols and capital city.

**ENGAGING SCENARIO:**

Think back over what you learned about “Working Governments.” You will be designing an island nation that will have its own working government. Be prepared to share your work with the class. Please be sure to include the following:

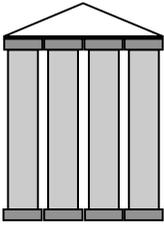
Drawing of island nation

1. Name your island nation with a meaningful name.
2. Create (draw or make) a flag that is a symbol of your island nation.

Report/media presentation of island government

1. Using paragraphs, Power Point slides, or HyperStudio, write a report describing the job of the head of your government for your island nation.
2. Describe a few (2-3) laws of your Island nation.
3. Explain some duties of the citizens on the island.
4. How is your island like or different from your region?

**PROCEDURE:**

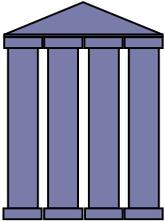


**SOCIAL STUDIES FRAMEWORK**

**Unit Title:** Our Government at Work  
**Conceptual Lens:** Change and Continuity  
**Length of Unit:** 9 Weeks

<b>Culminating Performance Task Scoring Rubric</b>			
<b>Scoring Criteria</b>	<b>Percent Possible</b>	<b>Self Assessment</b>	<b>Teacher Assessment</b>
<b>CONTENT</b>			
• Descriptive, well-written report or slide show	20		
• Accuracy and Conventions (grammar and spelling)	10		
• Detailed and precise information conveyed for the head of the government, citizen rights and duties, and explanation of laws	30		
• Detailed map of island with name of the island.	10		
<b>PROCESS</b>			
• Exceptional voice while reading report or showing slide show	10		
• Knowledge is shown while describing island	20		
<b>TOTALS</b>	<b>100</b>		

<b>Scoring Key</b>	
A	93%-100%
B	85%-92%
C	78%-84%



# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Native Americans*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 3)*

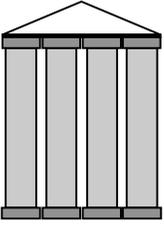
**LENS:** *Cultural Unity and Diversity*

**Unit Title:**  
*Native Americans*

**Conceptual Lens:** *Cultural Unity and Diversity*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
<p>5.2 3C 5.3 3K 5.4 3A 5.4 3D 6.2 3C 6.2 3L 6.3 3A 7.3 3A 7.3 3B 7.3 3C 7.4 3A 7.4 3B 8.1 3C 8.2 3A 8.2 3B 8.2 3C 8.2 3D 8.3 3A 8.3 3D 8.4 3B</p>	<p><b>Government/Civics</b> 1. Leaders emerge out of necessity to solve problems. 2. Perception about property ownership varies between cultures. 3. Individual opinions may lead to conflict.</p> <p><b>Economics</b> 4. Awareness and respect for all resources benefits the environment and its inhabitants. 5. Trade spreads culture.</p> <p><b>Geography</b> 6. Climate and natural resources determine types of shelter. 7. Location of landforms and bodies of water determine settlement. 8. Where people settle influences their customs and way of life.</p> <p><b>History</b> 9. Artifacts and historical sites remain as evidence of past cultures.</p> <p><b>Culture</b> 10. Culture is formed by traditions, beliefs and contributions of different groups 11. Folklore and legends identify beliefs and give insight into daily life. 12. Different cultural groups may share common cultural traits.</p>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. The different regions of North America where Native Americans lived.</li> <li>2. Native American culture, customs and traditions varied from tribe to tribe.</li> <li>3. Native Americans share a common respect for nature and their environment.</li> <li>4. Early American settlers drove Native Americans from their land.</li> <li>5. Shelter types created by various climates.</li> <li>6. Why certain locations are selected for settlement.</li> <li>7. What artifacts represent Native Americans.</li> <li>8. How folklore provides information about Native Americans.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research historical information.</li> <li>2. Write a multi-paragraph report.</li> <li>3. Interpret Maps/Charts/Graphs.</li> <li>4. Listen for information.</li> <li>5. Use graphic organizers to outline historical information.</li> <li>6. Present an oral report.</li> </ol>



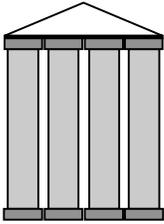
## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Native Americans

**Conceptual Lens:** Cultural Unity and Diversity

**Length of Unit:** 9 Weeks

<p style="text-align: center;"><b>Essential Understandings (Generalizations)</b></p>	<p style="text-align: center;"><b>Guiding Questions</b>  <b>F = Factual</b>  <b>C = Conceptual</b>  <b>P = Philosophical</b></p>
<p><b>Government/Civics</b></p> <ol style="list-style-type: none"> <li>1. Leaders emerge out of necessity to solve problems.</li> <li>2. Perception about property ownership varies between cultures.</li> <li>3. Individual opinions may lead to conflict.</li> </ol>	<ul style="list-style-type: none"> <li>• What are the responsibilities of leaders in Native American groups? (F)</li> <li>• Where do Native Americans live today? (F)</li> <li>• What was the impact of early American settlers of Native American culture? (C)</li> <li>• Why were Native Americans in conflict with early settlers? (C)</li> </ul>
<p><b>Economics</b></p> <ol style="list-style-type: none"> <li>4. Awareness and respect for all resources benefits the environment and its inhabitants.</li> <li>5. Trade spreads culture.</li> </ol>	<ul style="list-style-type: none"> <li>• Why is it important to conserve natural resources? (C)</li> <li>• How does trade spread culture? (C)</li> <li>• How was every part of the buffalo used? (F)</li> </ul>
<p><b>Geography</b></p> <ol style="list-style-type: none"> <li>6. Climate and natural resources determine types of shelter.</li> <li>7. Location of landforms and bodies of water determine settlement.</li> <li>8. Where people settle influences their customs and way of life.</li> </ol>	<ul style="list-style-type: none"> <li>• How did climate and natural resources impact shelter? (C)</li> <li>• In what types of homes did different Native American groups live? (F)</li> <li>• How was settling near water important? (C)</li> <li>• How was water used? (F)</li> </ul>
<p><b>History</b></p> <ol style="list-style-type: none"> <li>9. Artifacts and historical sites remain as evidence of past cultures.</li> </ol>	<ul style="list-style-type: none"> <li>• What types of artifacts remain from Native American culture? (F)</li> <li>• How can present day historians prove the existence of Native Americans? (F)</li> <li>• Do we/Can we own the land? (C)</li> <li>• Was America discovered or invaded? (C)</li> </ul>
<p><b>Culture</b></p> <ol style="list-style-type: none"> <li>10. Culture is formed by traditions, beliefs and contributions of different groups</li> <li>11. Folklore and legends identify beliefs and give insight into daily life.</li> <li>12. Different cultural groups may share common cultural traits.</li> </ol>	<ul style="list-style-type: none"> <li>• Why do Native Americans respect nature? (C)</li> <li>• Why is Mother Earth important? (C)</li> </ul>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Native Americans

**Conceptual Lens:** Cultural Unity and Diversity

**Length of Unit:** 9 Weeks

### Culminating Performance Task Planner

**NOTE:**

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

**WHAT:**

Investigate cultural unity and diversity between Native American tribes.

**WHY:**

Understand that different cultural groups may share common cultural traits.

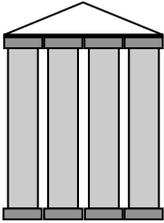
**ENGAGING SCENARIO:**

Think carefully about the tribes you have studied. Choose one and write from the perspective of a child who belonged to that tribe. Using the information you know, write a report, create a project, and be prepared to present the following to your classmates: (Be sure to write at least three paragraphs and use the word "I" because you are writing from the child's perspective.)

- Where do you live?
- What is the name of your home?
- How was it made?
- Who lives with you?
- What type of food do you eat?
- Do you grow your food or hunt it?
- Who is responsible for getting food?
- What do you do during the day?
- Who taught you how to do these things?

Create a Venn diagram noting similarities and differences in the cultures of your chosen tribe and another tribe that has been studied.

**PROCEDURE:**



## SOCIAL STUDIES FRAMEWORK

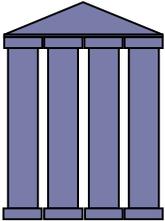
**Unit Title:** Native Americans  
**Conceptual Lens:** Cultural Unity and Diversity  
**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Percent Possible	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>Descriptive report with three paragraphs and few (0-3) mistakes in grammar and spelling</li> </ul>	20		
<ul style="list-style-type: none"> <li>Detailed and precise information conveyed for Native American tribe.</li> </ul>	35		
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Detailed diorama showing an understanding of the tribe.</li> </ul>	20		
<ul style="list-style-type: none"> <li>Exceptional voice while reading report</li> </ul>	10		
<ul style="list-style-type: none"> <li>Knowledge shown while explaining the poster</li> </ul>	15		
<b>TOTALS</b>	<b>100</b>		

#### Scoring Key

A	93%-100%
B	85%-92%
C	78%-84%



# **SOCIAL STUDIES**

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**TITLE OF UNIT:** *Geography of the United States*

**CONTENT AREA:** *Social Studies*

**LEVEL:** *Elementary (Grade 3)*

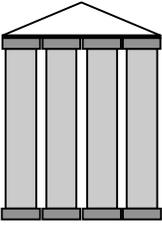
**LENS:** *Interdependence*

**Unit Title:**  
*Geography of the United States*

**Conceptual Lens:** *Interdependence*

**Length of Unit:** *9 weeks*

<b>PA Academic Standards</b>	<b>Essential Understandings</b>	<b>Critical Content</b>	<b>Key Skills</b>
<p>6.1 3C 6.4 3E 6.4 3F 6.5 3E 7.1 3A 7.1 3B 7.2 3A 8.1 3C 8.2 3C 8.3 3C</p>	<p><b>Government/Civics</b> 1. Leaders are selected from political units.</p> <p><b>Economics</b> 2. Access to resources determines the development of economic activities 3. Supply and demand is part of life.</p> <p><b>Geography</b> 4. Locations of landforms and bodies of water determine settlement. 5. <b>Where people settle influences their customs and way of life.</b> 6. Physical properties of land affect weather/climate. 7. Landforms affect what people are able to grow or create.</p> <p><b>History</b> 8. Conflict is created by settlement patterns.</p> <p><b>Culture</b> 9. People must work together to solve problems.</p>	<p><b>Students will know:</b></p> <ol style="list-style-type: none"> <li>1. The United States touches the Atlantic, Pacific and Arctic Oceans.</li> <li>2. Many rivers, including the Mississippi, flow through the U.S.</li> <li>3. The U. S. has forest, prairie, desert and mountain regions.</li> <li>4. Names and characteristics of landforms in U.S.</li> <li>5. Urban areas have a higher concentration of people.</li> <li>6. Names of political units (country, state, county)</li> <li>7. The impact of railroads, highways, airlines, and computers on economics</li> <li>8. Early American settlement was dependent on natural resources.</li> <li>9. Define key terms: continents, landform, weather, climate and assets</li> <li>10. Conflicts created by settlements (crowding, lack of resources, beliefs, environment).</li> </ol>	<ol style="list-style-type: none"> <li>1. Interpret Maps/Graphs</li> <li>2. Cause and effect</li> <li>3. Listen for information</li> <li>4. Analyze information</li> <li>5. Work in groups</li> <li>6. Identify and locate places and regions</li> </ol>



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Geography of the United States

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

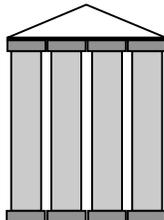
<p style="text-align: center;"><b>Essential Understandings (Generalizations)</b></p>	<p style="text-align: center;"><b>Guiding Questions</b>  <b>F = Factual</b>  <b>C = Conceptual</b>  <b>P = Philosophical</b></p>
<p><b>Government/Civics</b>            1. Leaders are selected from political units.</p>	<ul style="list-style-type: none"> <li>• What political units elect mayors? Governors? Presidents? (F)</li> </ul>
<p><b>Economics</b>            2. Access to resources determines the development of economic activities            3. Supply and demand is part of life.</p>	<ul style="list-style-type: none"> <li>• What natural resources help determine economic growth? (F)</li> <li>• How do transportation systems impact economic growth? (F)</li> <li>• How does geography affect the development of products in the U.S.? (C)</li> <li>• How are jobs affected by geography? (C)</li> <li>• What are assets? (F)</li> </ul>
<p><b>Geography</b>            4. Locations of landforms and bodies of water determine settlement.            5. Where people settle influences their customs and way of life.            6. Physical properties of land affect weather/climate.            7. Landforms affect what people are able to grow or create.</p>	<ul style="list-style-type: none"> <li>• What is the difference between rural and urban areas of the U. S.? (C)</li> <li>• How do lakes, rivers and streams help people? (F)</li> <li>• How can landforms and bodies of water impact settlement? (F)</li> <li>• What are the major continents/bodies of water? (F)</li> <li>• What are major landforms in the U.S.? (F)</li> <li>• How does geography affect lifestyle? (C)</li> <li>• How is weather affected by geography? (F)</li> <li>• How does geography encourage people to depend on each other? (C)</li> </ul>
<p><b>History</b>            8. Conflict is created by settlement patterns.</p>	<ul style="list-style-type: none"> <li>• What social, economic, and environmental conflicts have been created by settlement patterns? (C)</li> </ul>
<p><b>Culture</b>            9. People must work together to solve problems</p>	<ul style="list-style-type: none"> <li>• How do individuals work together? (F)</li> <li>• How do communities work together? (F)</li> <li>• How would our region be different if people didn't work together? (P)</li> </ul>

## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Geography of the United States

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks



### Culminating Performance Task Planner

#### NOTE:

The purpose of the culminating performance task is to determine whether or not students have developed an understanding of the concepts of the unit. Therefore, students should complete the task independently, with minimal teacher direction and support. Teachers should, however, introduce the task to the students, and provide time for them to ask clarifying questions about the task and the assessment. Students with special needs or special circumstances may require some modification or extra assistance. These decisions should be made on a case-by-case basis (as with any other type of assignment).

#### WHAT:

Investigate Interdependence between individuals and regions.

#### WHY:

Understand that regions in which individuals live, impact their life styles, jobs and home.

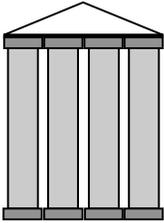
#### ENGAGING SCENARIO:

Think carefully about the regions we have studied in class. Choose one region and use the information you have learned to:

1. Design a poster showing characteristics of the region.
2. Create a written report that includes:
  - An opening paragraph that explains the region (special traits, location in the United States, temperature, etc...)
  - A paragraph about how the region affects the types of homes, lifestyles, and jobs of individuals living in that region.
  - How people and the land have impacted each other.
  - A closing paragraph summarizing your region.

You will be presenting the poster and report with the class.

#### PROCEDURE:



## SOCIAL STUDIES FRAMEWORK

**Unit Title:** Geography of the United States

**Conceptual Lens:** Interdependence

**Length of Unit:** 9 Weeks

### Culminating Performance Task Scoring Rubric

Scoring Criteria	Percent Possible	Self Assessment	Teacher Assessment
<b>CONTENT</b>			
<ul style="list-style-type: none"> <li>Descriptive report with three paragraphs and few (0-3) mistakes in grammar and spelling</li> </ul>	20		
<ul style="list-style-type: none"> <li>Detailed and precise information conveyed for region.</li> </ul>	35		
<b>PROCESS</b>			
<ul style="list-style-type: none"> <li>Detailed poster showing an understanding of the region</li> </ul>	20		
<ul style="list-style-type: none"> <li>Exceptional voice while reading report</li> </ul>	10		
<ul style="list-style-type: none"> <li>Knowledge shown while explaining the poster</li> </ul>	15		
<b>TOTALS</b>	<b>100</b>		

#### Scoring Key

A	93%-100%
B	85%-92%
C	78%-84%