

3rd Grade Social Studies Scope and Sequence
Palisades School District

UNIT 1

Unit Title: Democracy and Economics

Length of Unit: 9 weeks (*Government and Democracy: 3 weeks; Bill of Rights: 2 weeks; Capitalism: 2 weeks; Performance Assessment: 2 weeks*)

PA Academic Standards	Essential Understandings	Guiding Questions	Critical Content <i>Students will know...</i>	Key Skills <i>Students will be able to...</i>
5.1 5.2 5.3	<u>Civics and Government</u>	<ul style="list-style-type: none"> ● What is a democracy? ● What are the branches of government? ● How do the branches of government work together? ● How do people get elected into office? ● Why do we need laws? ● How do laws work? 	<ul style="list-style-type: none"> ● A democracy is based on voting for leaders to represent the citizens ● The three branches of government are Judicial (Supreme Court), Executive (President), and Legislative (House/Senate) ● Officials are elected through citizens voting and the Electoral College ● That the branches balance each other through a system of checks and balances ● That laws keep people safe and protect people's rights ● That laws work when they are enforced as intended 	<ul style="list-style-type: none"> ● Identify the branches of government ● Summarize the purpose of each branch ● Explain how officials are elected into office ● Make connections across the branches of government ● Analyze the importance of laws
6.1 6.2 6.3 6.4	<u>Economics</u>	<ul style="list-style-type: none"> ● What is capitalism? ● What is scarcity? ● How does supply and demand work? ● What is opportunity cost? 	<ul style="list-style-type: none"> ● That capitalism is the economic system used in the US ● Scarcity is the lack of a resource and drives production to meet the 	<ul style="list-style-type: none"> ● Connect supply and demand in a cycle ● Explain the government's role in the economy

		<ul style="list-style-type: none"> • What is the government's role in the economy? 	<p>demand needs</p> <ul style="list-style-type: none"> • The supply and demand cycle is driven by consumer wants and needs • Opportunity cost is what is given up in order to obtain a good or service • The US Department of Treasury oversees the economy. 	
7.3 7.4	<u>Geography</u>	<ul style="list-style-type: none"> • Where is the government based? 	<ul style="list-style-type: none"> • The federal government is based in Washington DC. • State governments are based in capital cities in each state • The federal government used to be based in New York City 	<ul style="list-style-type: none"> • Identify the location of state and federal governments on a map • Compare locations of state and federal governments
8.1 8.2	<u>History</u>	<ul style="list-style-type: none"> • What is the Bill of Rights? • Who are important leaders in our government? 	<ul style="list-style-type: none"> • The Bill of Rights contains the first 10 amendments to the Constitution and protects the rights of citizens • Notable government leaders in history and what they did to better the nation (EX. Abraham Lincoln and abolishing slavery, Alexander Hamilton and the creation of the Treasury, John Lewis and civil rights, Ruth Bader Ginsburg and one of her big cases, Condoleezza Rice and negotiation with North Korea 	<ul style="list-style-type: none"> • Identify rights listed in the Bill of Rights (not memorize) • Analyze the importance of the Bill of Rights • Connect the Bill of Rights to a democracy • Identify notable government leaders <p><i>**Use That's Not Fair! by Danielle McLaughlin to engage with scenarios that challenge citizen rights and how democratic government could address the issue</i></p>

Pacing Guide

<u>Concept</u>	<u>Essential Understanding</u>	<u>Standards</u>	<u>Guiding Questions</u>	<u>Length of Time</u>	<u>Resources</u> For both teachers and students
Government and Democracy	Civics and Government	5.3	What is a democracy?	1 day	Government
		5.3	What are the branches of government?	1 day	3 Branches of Government
		5.3	How do the branches of government work together?	1 day	Who Checks Who (WS)
	Geography	7.3	Where is the government based and why? Where did the government used to be based and why?	1 day	From Philly to DC
	Civics and Government	5.3	How do people get elected into office?	1-2 days	Voting Electoral College Voting Simulation
		5.2 8.1	Who are important leaders in our country?	5 days (lessons) 3-5 days (research activity)	EXAMPLES: (can choose own leaders) Abraham Lincoln AL Video Alexander Hamilton John Lewis JL Facts Video Ruth Bader Ginsburg RBG I Dissent Condoleezza Rice CR Mini Bio
		5.3	Why do we need laws?	1 day	The Best Game Ever!

					Laws, Rights, and Responsibilities
Bill of Rights	Civics and Government History	5.1 5.2 8.2	How do laws work? What is the Bill of Rights?	8 days	That's Not Fair! Bill of Rights Important US Docs
Capitalism	Economics	6.1	What is capitalism?	1 day	Supply and Demand
		6.1	How does supply and demand work?		
		6.1	What is scarcity What is opportunity cost?	1 day	Scarcity Opportunity Cost Simulation
Culminating Performance Task		6.1 6.2 6.3 6.4	See below	10 days	

Culminating Performance Task: Supply and Demand Simulation

Purpose/Description: What will we assess? Why?

Students will participate in a simulation that will model supply and demand in the economic system of capitalism. This simulation will help students to apply abstract concepts such as scarcity, supply and demand, opportunity cost, and creative destruction.

Students will be assessed individually on a reflection completed after the simulation is finished. The reflection will assess each student's knowledge on the abstract concepts listed above as well as rationale behind the business choices that they made. Students will NOT be assessed on whether or not their business failed or succeeded.

Engaging Scenario:

"We will begin a simulation where you are all new business owners on the same street in Quakertown. You will all open your stores on the same day. You are eight school days away from opening your business. In that time, you will need to design and create a product that you think people need or want. You will need to make 10 copies of this product. You will need to decide on a price for this product. You will need to create advertisements for this product. And finally, you will need to design and create a sign for your store. All in eight days.

“On the ninth day, all of your stores will open, and we will invite another third grade class into our room. We will simulate three shopping days that will be 10 minutes each, where customers can trade some fake money for your products. At the end of each shopping day, you will add up how much money you made for the day. If you made money, then you get to stay open. If you :lost money, then creative destruction takes over, and you must close your business. If your business closes OR if you sell out of all of your products before the end of the three shopping days, then you will get to become a customer and go shopping.

“After our three shopping days, we will reflect on how our business did and decide what went well and what we can learn from to grow and do better.”

Shopping Day Scenarios:

Shopping Day One (10 min):

“Today is Opening Day! You will open your storefronts and welcome in new customers. Each customer has a set amount of money that they will receive every day that they are allowed to spend at your stores. You do not know how much money each person has, so you will have to learn the hard way if your prices are too high or too low. Too high, and people may not buy your products. Too low, and you may not make enough money to stay open.

“Each shopping day will last 10 minutes. Customers have been seeing your advertisements for several days now, so they should have an idea of what products they may want to buy. If someone comes to your store, be ready to convince that person to buy your product for the listed price. No price changes are allowed DURING the shopping day.

“Once the 10 minutes is up, the customers will leave the stores and receive their allotted money for the next day. You will take 5 minutes to add up your sales and adjust your prices. Keep in mind: if you did not make money today, then you need to make sure you make money tomorrow, or else your store will close! If you have sold out all of your products, come see me with your price sheet. I will give you a “SOLD OUT” sign to hang on your store, and you will join the customers to receive shopping money.”

Shopping Day Two (10 min):

“Today is your second shopping day. Customers have fresh money ready to spend, so be prepared to sell your products to them! Just like yesterday, you do not know how much money each customer has, but hopefully you have adjusted your prices if you need based off of Day One’s interactions.

“After 10 minutes has passed, the customers will leave the stores to receive their money for the following day. You will take 5 minutes again to add up your sales and adjust your prices. If you have sold out all of your products, come see me with your price sheet. I will give you a “SOLD OUT” sign to hang on your store, and you will join the customers to receive shopping money. If you find out that you lost money again, come see me with your price sheet. I will give you a “CLOSED” sign to hang on your store, and you will join the customers to receive shopping money.”

Shopping Day Three (10 min):

“Today is your final shopping day. Customers have their money ready to go, so make sure you convince them to buy your products! If your store is still open, it should be your goal to sell out of all of your products.

“After 10 minutes has passed, the customers will leave the store AND our classroom. The remaining stores will take 5 minutes to add up final sales. When you are finished, turn your price sheets into me. If you have already handed in your price sheet, then you may begin cleaning up your store. Tomorrow, we will complete a reflection and have a discussion about the simulation.”

Procedures:

Day One:

Introduce the activity overview and rubric
Explain the pricing of each material students can use to create their products
Students review “Wants and Needs” anchor chart to help decide on product ideas
Students begin designing product on paper
Students keep track of cost of materials
Teacher(s) conference(s) with students on designs, purpose of products, and pricing

Day Two:

Review activity overview
Students continue to design and track cost of materials
Students may begin constructing their products
Teacher(s) conference(s) with students on designs, purpose of products, and pricing

Day Three:

Review activity overview
Lesson on setting prices to make a profit
Students MUST all begin constructing their products before end of session
Students who finish construction may help others finish production of their products
Teacher(s) conference(s) with students on designs, purpose of products, and pricing

Day Four

Review activity overview
Students will peer edit design ideas and list prices for realisticness and selling potential
Students will adjust designs and list prices based on peer feedback
Students will continue construction of products
Students who finish construction may help others finish production of their products
Teacher(s) conference(s) with students on designs, purpose of products, and pricing

Day Five:

Review activity overview
Lesson on advertising products and what is included in a good advertisement
Students will continue construction of products
Students who have finished construction will choose a store name and begin drafting an advertisement
Teacher(s) conference(s) with students on designs, pricing, and advertisements

Day Six:

Review activity overview
Review advertising lesson
Students MUST finish construction of products before the end of the session
Students who have finished construction will continue working on advertisements
Teacher(s) conference(s) with students on designs, pricing, and advertisements

Day Seven:

Review activity overview
Lesson on keeping track of profits and deficits
Profits and deficits practice
Students continue working on advertisements
Students who have finished advertisements can begin begin distributing advertisements to other third grade teachers to display in classrooms
Teacher(s) conference(s) with students on designs, pricing, and advertisements

Day Eight:

Review activity overview
Students MUST finish advertisements
Students who have finished advertisements can begin begin distributing advertisements to other third grade teachers to display in classrooms
Students who have distributed advertisements can help students who have not yet finished OR can practice finding profits and deficits
Teacher(s) conference(s) with students on designs, pricing, and advertisements

Day Nine:

Shopping Days. See “Shopping Day Scenarios” above

Day Ten:

Introduce reflection sheet
Students complete reflection sheet
Whole class discussion about experience with the simulation

Materials Needed:

- Building material and prices
 - Pipe cleaners (\$0.50 each)
 - Tape (\$1.00 per foot)
 - Hot glue (only if it can be teacher-run)
 - Bottle caps (\$0.50 each)
 - Pom poms (\$0.50 each)
 - Etc.
- Anchor Charts
 - Pricing Chart (for materials and rent for store [\$5.00 per day])

- Wants and Needs
- What Makes a Good Advertisement
- Finding Profits and Deficits
- Worksheets
 - Pricing (keep track of materials)
 - Profits and Deficits Practice
 - Daily Profits (used during shopping days)
- Other
 - Lots of blank white paper for design and advertisement planning
 - Rubric

Scoring Rubric

Area of Focus	4 - Exceeds Expectations	3 - Meets Expectations	2 - Working Toward Expectations	1 - Did Not Meet Expectations
<i>Simulation Participation</i>	Participated in all (5) aspects of the simulation, either independently or with help: <ul style="list-style-type: none"> - Product Design - Product 	Participated in most (4) aspects of the simulation, either independently or with help: <ul style="list-style-type: none"> - Product Design - Product 	Participated in few (3) aspects of the simulation, either independently or with help: <ul style="list-style-type: none"> - Product Design - Product 	Participated in little to no aspects (0-2) of the simulation, either independently or with help: <ul style="list-style-type: none"> - Product Design - Product

	<ul style="list-style-type: none"> - Construction Pricing - Advertisement - Selling Product 	<ul style="list-style-type: none"> - Construction Pricing - Advertisement - Selling Product 	<ul style="list-style-type: none"> - Construction Pricing - Advertisement - Selling Product 	<ul style="list-style-type: none"> - Construction Pricing - Advertisement - Selling Product
<i>Completed Reflection</i>	Fully completed reflection with all questions answered. Makes several direct references to personal experiences in simulation.	Fully completed reflection with all questions answered. May make one direct references to personal experiences in simulation.	Fully completed reflection with all questions answered.	Incomplete reflection with few or no questions answered.
<i>Discussion Participation</i>	Participated in the discussion at least once.	N/A	N/A	Did not participate in the discussion.
Standards <ul style="list-style-type: none"> • Define scarcity and identify examples of resources, wants, and needs. Identify needs and wants of people (6.1) • Identify goods, services, consumers, and producers, advertising to influence personal choice, prices of products, local businesses and characteristics of the local economy. (6.2) 				

UNIT 2

Unit Title: People and Government at Work: Creating a Timeline of Events Throughout US History

Length of Unit: 9 weeks (*Regions and People: 2 weeks; Regional History: 5 weeks; Performance Assessment: 2 weeks*)

PA Academic Standards	Essential Understandings	Guiding Questions	Critical Content <i>Students will know...</i>	Key Skills <i>Students will be able to...</i>
5.2 5.3	<u>Civics and Government</u>	<ul style="list-style-type: none"> • What is equity? • What is opportunity? • How did these events impact laws in the United States? • How was equity impacted during these 	<ul style="list-style-type: none"> • That equality means “same treatment” and equity means “same opportunity for success” • That opportunity is the ability to do something • That citizens can 	<ul style="list-style-type: none"> • Connect events to the creation of laws • Connect events to Bill of Rights <p>**event connections will be marked on class and personal</p>

		events?	exercise their power in various ways in order to be heard by the government	timelines **Modified Privilege Race activity to show difference between equality and equity
6.2 6.4 6.5	<u>Economics</u>	<ul style="list-style-type: none"> • What are popular occupations, goods, and services in a particular region? 	<ul style="list-style-type: none"> • That jobs, goods, and services can be dependent on the local region 	<ul style="list-style-type: none"> • Identify patterns of economic behavior in regions of the US
7.1 7.2 7.3 7.4	<u>Geography</u>	<ul style="list-style-type: none"> • How do you read a map? • What are the regions in the United States? (review) • What states are in each region? • What is unique about the geography and people in this region? • What important events occurred in this particular region and why? • What is the culture in these regions? 	<ul style="list-style-type: none"> • How to use tools like scale, compass, latitude, and longitude to understand a map • That there are five regions in the United States: Northeastern, Southeastern, Midwestern, Southwestern, and Western • What states are in each region, roughly • The demographics of people in the different regions (review) • The culture of communities in the regions • The land/water features of each region (review) • Why the studied event occurred in this particular region (mini timelines for each event). 	<ul style="list-style-type: none"> • Identify regions of the United States • Identify notable states in each region • Identify demographics in each region • Analyze culture in each region • Identify landforms in each region • Analyze why events happened in each region <p>**create a colored map of the regions to list each state and pinpoint where each discussed event occurred</p>
8.1 8.2	<u>History</u>	<ul style="list-style-type: none"> • What important events occurred in this particular region and why? 	<ul style="list-style-type: none"> • Important historical events from each region • Who the important leaders were from each 	<ul style="list-style-type: none"> • Identify important historical figures in the US. • Construct a timeline of

		<ul style="list-style-type: none"> • What happened during a specific important event? • What other events caused this event to happen? • Who were important leaders in these events? 	<ul style="list-style-type: none"> • studied event • Why the studied event occurred in this particular region (mini timelines for each event). 	<p>important events in US history.</p> <p>**create class timelines for each event and class/individual timelines for events and following political action</p>
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Pacing Guide

<u>Concept</u>	<u>Essential Understanding</u>	<u>Standards</u>	<u>Guiding Questions</u>	<u>Length of Time</u>	<u>Resources</u> For both teachers and students
Regions and People	Geography	7.1	How do you read a map?	1-2 days	Blank Map
		7.1	What regions are in the United States?	1 day	Regions of the US
		7.2	What is unique about the regions in the United States? (landscape)	1-2 days	Monuments Landforms Bodies of Water
		7.2 7.3	What is unique about the people in these regions?	1-2 days	US Racial and Ethnic Demographics (2018)
	Civics and Government History	5.2 8.2	What is equity? What is opportunity? How was equity impacted during this event? (race)	2 days	What Do You Do With a Chance? Social Equity Opportunity Race
	Geography	7.4	What important events occurred in this particular region and why?	1 day per event	Individual Timeline (1 per event)

Regional History	History	8.1	What happened at this event? What other events caused this event to happen?	1 day per event	Events: What Was Ellis Island <ul style="list-style-type: none"> ● Pg 1-7 ● Pg 21-45 ● Pg 62-65 ● Pg 68-74 ● Pg 82-83 What Is the Civil Rights Movement <ul style="list-style-type: none"> ● Pg 1-15, 18 ● Pg 30-35 ● Pg 40-47 ● Pg 69-85 Who Was Sitting Bull <ul style="list-style-type: none"> ● Pg 10-11 ● Pg 34-80 Who Was Cesar Chavez <ul style="list-style-type: none"> ● Pg 5-30 ● Pg 46-73 ● Pg 76-89
		8.2	Who were the important leaders in this event?	1 day per event	
	Civics and Government	5.2 8.2	How did these events impact laws in the United States?	1 day per event	
	History		How was equity impacted during these events?	1 day per event	
Culminating Performance Task	Civics and Government History	6.2 8.1 8.2	See below	10 days	

Culminating Performance Task: “What Will You Remember?”

Purpose/Description: What will we assess? Why?

Third grade students will be assessed on their historical knowledge of a region and its impact on the United States. Students learn about history and its connection to present-day life in order to be an active citizen outside of school. In order to fully understand the history, it must be looked at from multiple perspectives. Students will create a project that demonstrates their understanding of this history.

Engaging Scenario:

“Everything that happens is experienced from many perspectives. It is different through everyone’s eyes. Our brains pick and choose what is most important for us to remember. In history, the people who write books and make statues are the ones who usually decide what’s important to remember. But what about you? What do YOU think is most important to remember about these life-changing periods in history?”

“You will choose one of the historical events we learned about and create a project that showcases what you think is most important to remember about this event.”

Procedures:

Day One:

- Introduce project to students
- Students choose their historical event
- Students receive associated “Who Was/What Was” books
- Students take the day to read back through their unit notes as well as their associated book (can add to notes while doing this)

Day Two:

- Introduce the project choices to students (post card, monument poster, biopic advertisement)
- Students continue to review their materials.
- Students begin choosing project type and provided with accompanying materials

Days 3-end of Project:

- Students work on project
- Students may peer edit and bounce ideas off others doing same topic and/or project type

Final Days:

- Students present their project to the class.

Materials Needed:

Mentor Texts
Project Directions and Templates
Large White Cardstock

Scoring Rubric

Area of Focus	4 - Exceeds Expectations	3 - Meets Expectations	2 - Working Toward Expectations	1 - Did Not Meet Expectations
<i>Historical Connections</i> 8.3	Provides 5 or more historical facts, figures and/or symbols in project	Provides 4 historical facts, figures and/or symbols in project	Provides 3 historical facts, figures and/or symbols in project	Provides 0-2 or more historical facts, figures and/or symbols in project
<i>Geographical Connections</i> 7.2, 7.3	Student includes or symbolizes geographical location of chosen region	_____	_____	Student does not include or symbolize geographical location of chosen region
<i>Presentation</i> 7.2, 7.3, 8.3	Student shares all words and art in project. Student gives explanation for choosing all words and art. Project is completed, legible, and neat.	Student shares most words and art in project. Student gives explanation for choosing most words and art. Project is mostly completed, legible, and/or neat.	Student shares some words and art in project. Student gives some explanation for choosing words and art. Project is somewhat completed, legible, and/or neat.	Student does not share all words and/or art in project. Student gives no explanation for choosing words and art. Project is not completed, legible, or neat.

Standards

- Physical characteristics of places and regions (7.2)
- Identify human characteristics of places and regions based upon: Population, Culture, Settlement, Economic activities, and Political activities (7.3)
- Identify and describe how continuity and change have impacted belief systems and religions, commerce and industry, technology,

politics and government, physical and human geography, and social organizations (8.2)