

**Effective Date: 2010-2011**

## **Hamburg Area School District**

**Name of Course: Social Studies**  
**Department: Social Studies**

**Grade Level: 3<sup>rd</sup>**  
**Instructional Time: 135 minutes**  
**Length of Course: School Year**  
**Period Per Cycle: 2**  
**Length of Period: 40 minutes**

**Texts and Resources:**

**Assessments:** **Teacher Observation**  
**Tests**  
**Quizzes**  
**Projects**

**Hamburg Area School District  
Course Plan  
(Social Studies)**

**Course Name: 3<sup>rd</sup> Grade Social Studies  
Unit: Geography**

**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What are the parts of a compass rose?	The students will be able to identify the cardinal and intermediate directions on a compass rose.	7.1.3.A
What are the different types of maps?	The students will be able to identify a grid map and a landform map.	7.1.3.A
Where is Pennsylvania located?	The students will be able to locate Pennsylvania on a state map and a world map.	7.1.3.B
What are Pennsylvania's neighboring states?	The students will be able to identify and locate: Delaware, Maryland, New Jersey,	7.1.3.B
Where is the United States located?	The students will be able to locate the United States on a world map.	7.1.3.B

**Hamburg Area School District  
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(Social Studies)**

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What are the neighboring countries of the United States?	The students will be able to identify the countries of Canada and Mexico.	7.1.3.B
What are the names of the continents and oceans and where are they located?	The students will be able to identify and locate the seven continents and four oceans.	7.1.3.B
What are the major rivers of the United States?	The students will be able to identify the Mississippi River, the Susquehanna River, and the Colorado River.	7.1.3.B
What are the major landforms of the United States?	The students will be able to identify the Rocky Mountains, the Great Plains, and other major landforms of the United States.	7.1.3.B
What are the parts of a map?	The students will be able to identify a map key, symbols, and locator	7.1.3.A

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<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What are the characteristics of a township?	The students will be able to identify the characteristics of a township.	7.3.3.E
What are the characteristics of a borough?	The students will be able to identify the characteristics of a borough.	7.3.3.E
What are the different characteristics of major bodies of water?	The students will be able to identify the differences between rivers, streams, lakes, ponds, oceans, and seas. (Covered in ecosystem unit in Science)	7.2.3.A
What are the effects of extreme weather events on communities?	The students will be able to identify the effects of an earthquake on a community.  The students will be able to identify the effects of a tornado on a community.  The students will be able to identify the effects of a flood on a community. (Covered in forces of that shape the land unit in Science)	7.2.3.B
What type of community is Hamburg?	The students will be able to identify reasons why Hamburg is a rural community.	7.3.3.A

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<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
How many people live in the Hamburg area?	<p>The students will be able to identify the number of people in the Hamburg community.</p> <p>They students will be able to compare the number of people in Hamburg to that of other communities and cities.</p>	<p>7.3.3.A 7.4.3.A 7.4.3.B</p>
Why do people relocate and move?	The students will be able to identify reasons why people move from one area to another.	<p>7.3.3.C 7.4.3.A 7.4.3.B</p>
What are the local businesses in the Hamburg community?	<p>The students will be able to identify the major businesses in the Hamburg community.</p> <p>The students will be able to examine the impact of these local businesses on the Hamburg community.</p>	7.3.3.D
What are the characteristics of the different types of landforms?	The students will be able to identify and describe the following landforms: plains, hills, valley, mountains, plateau, and canyon. (covered in Forces that Shape the Land unit in Science)	7.2.3.A
What is weather?	The students will be able to identify and define the different components of weather. (wind, precipitation, temperature) (covered Weather unit in Science)	7.2.3.A

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<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Where does precipitation come from?	The students will be able to identify why we have precipitation by studying the water cycle. (covered in Water unit in Science)	7.2.3.A
What are the types of ecosystems?	The students will be able to describe the components of ecosystems and explain their distribution and patterns. (covered in Ecosystems unit in Science)	7.2.3.B

**Hamburg Area School District  
Course Plan  
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**Course Name: 3<sup>rd</sup> Grade Social Studies  
Unit: Economics**

**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is a good?	The students will be able to identify and define goods.	6.2.3.A
What is a service?	The students will be able to identify and define services.	6.2.3.A
Who are producers?	The students will be able to identify and define producers.	6.2.3.A
Who are consumers?	The students will be able to identify and define consumers.	6.2.3.A
What are some local producers that compete with one another?	The students will be able to identify local producers that produce the same type of product and who compete with one another.	6.2.3.D; 6.2.3.B; 6.2.3.G

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**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Who supplies a product and who demands a product?	The students will be able to identify who demands a product and who produces that product.	6.2.3.E
Why do people make choices?	The students will be able to identify why people need to make choices and the decisions that go in to making a choice.	6.1.3.D
What influences people's choices that they make?	The students will be able to identify how advertising influences an individual's choice.	6.2.3.C
What is price? Why do different products have different prices?	The students will be able to define price.  The students will be able to explain why prices are different for different products. (covered in Health, nutrition)	6.2.3.D
What types of occupations and careers are there?	The students will be able to identify the different types of occupations in the United States.	6.5.3.B

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**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What types of occupations are in our local community?	The students will be able to identify examples of specialization and division of labor.	6.4.3.A
What happens when a local business closes or opens?	The students will be able to describe what effects a local business opening or closing, has on the community.	6.2.3.E
What are private economic institutions?	The students will be able to define private economic institutions.	6.2.3.F
What are banks?	The students will be able to describe why banks exist and what they do for individuals.	6.5.3.H
Why do people save money?	The students will be able to identify why people save money and how people save money.	6.5.3.G

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**Course Name: 3<sup>rd</sup> Grade Social Studies  
Unit: Economics**

**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What are tangible and intangible assets?	The students will be able to define tangible and intangible assets.	6.5.3.E
What goods and services does the government produce?	The students will be able to identify goods and services produced by the government.	6.2.3.I; 6.3.3.B; 6.3.3.A
What is a tax?	The students will be able to define what a tax is.  The students will be able to identify a tax that is paid by most families.	6.2.3.G; 6.3.3.C
What is scarcity?	The students will be able to define scarcity.	6.3.3.A; 6.1.3.A
What are limited resources?	The students will be able to identify a variety of limited resources.	6.3.3.A; 6.1.3.A

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**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
How do limited resources affect individuals, families, and communities?	The students will be able to describe how individuals, families, and communities with limited resources make choices.	6.1.3.A; 6.1.3.B; 6.1.3.C
What is trade?	The students will be able to identify examples of trade, imports, and exports in the local community.	6.4.3.B
Why do people work?	The students will be able to explain why people work	6.5.3.A

**Hamburg Area School District  
Course Plan  
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**Course Name: 3<sup>rd</sup> Grade Social Studies  
Unit: History**

**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is the difference between past, present, and future?	The students will be able to distinguish between past, present, and future.	8.1.3.A
What are timelines?  How are timelines used?	The students will be able to identify the components of a timeline and how they are used. (covered in RM3 reading program)  The students will be able to use a timeline to identify dates of events and chronological order.	8.1.3.A
What historical documents are critical to Pennsylvania history?	The students will be able to identify the historical documents that have impacted Pennsylvania's history.	8.2.3.B
What historical documents are critical to United States history?	The students will be able to identify the historical documents that have impacted the United States history.	8.3.3.B

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(Social Studies)**

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**Unit: History**

**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is culture and ethnicity?	The students will be able to define culture and ethnicity and identify important components of different cultures around the world.	8.4.3.A; 8.4.3.B; 8.4.3.C
What factors have impacted the history and development of Pennsylvania?	<p>The students will be able to identify how continuity and change have impacted Pennsylvania's history.</p> <p>The students will be able to identify how conflict and cooperation among groups has influenced Pennsylvania's history.</p>	8.2.3.C; 8.2.3.D
What contributions have individuals and/or groups made to change the United States' history?	The students will be able to identify the social, political, and economic contributions of individuals and groups, that have change the United States' history.	8.3.3.A
What factors have impacted the history and development of the United States?	<p>The students will be able to identify how continuity and change have impacted the United States' history.</p> <p>The students will be able to identify how conflict and cooperation among groups has influenced the United States' history.</p>	8.3.3.C; 8.3.3.D

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(Social Studies)**

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**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What conflicts and/or alliances are taking place around the world?	The students will be able to identify the conflicts occurring around the world at a given time.  The students will be able to identify the alliances around the world at a given time.	8.4.3.D
Who is William Penn?	The students will be able to identify William Penn and his importance to Pennsylvania.	8.2.3.A
Who is Benjamin Franklin?	The students will be able to identify Benjamin Franklin and his importance to Pennsylvania and the United State.	8.2.3.A
Who is John Chapman?	The students will be able to identify how Pennsylvanian, John Chapman, has impacted American culture.	8.2.3.A
Who is Richard Allen?	The students will be able to identify how Pennsylvanian, Richard Allen, has impacted American culture.	8.2.3.A

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**Unit: History**

**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Who is Betsy Ross?	The students will be able to identify how Pennsylvanian, Betsy Ross, has impacted American culture.	8.2.3.A
Who is Mary Ludwig Hayes?	The students will be able to identify how Pennsylvanian, Mary Ludwig Hayes, has impacted American culture.	8.2.3.A
Who is Rachel Carson?	The students will be able to identify how Pennsylvanian, Rachel Carson, has impacted American culture.	8.2.3.A
Who is Elizabeth Jane Cochran?	The students will be able to identify how Pennsylvanian, Elizabeth Jane Cochran, has impacted American culture.	8.2.3.A
Who is Marian Anderson?	The students will be able to identify how Pennsylvanian, Marian Anderson, has impacted American culture.	8.2.3.A

**Hamburg Area School District  
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(Social Studies)**

**Course Name: 3<sup>rd</sup> Grade Social Studies  
Unit: Civics**

**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
Why do schools and families have rules?	The students will be able to identify why rules are necessary for schools and families to function properly.	5.1.3.B
Why do we have laws?	The students will be able to identify why laws are necessary.	5.1.3.B
How are laws made?	The students will be able to identify how laws are made in the local community.	5.3.3.B
Who creates the laws?	The students will be able to identify the roles of individuals in leadership roles.	5.3.3.A
What are personal rights?	The students will be able to identify personal rights and responsibilities.	5.2.3.A

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<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
How do we resolve conflicts?	<p>The students will be able to identify the sources of conflict and disagreement and the different ways conflict can be resolved.</p> <p>The students will be able to identify the difference between things that are just and things that are unjust</p>	5.2.3.B; 5.3.3.F
What factors are taken in to consideration when creating a government?	The students will be able to identify the ideals or liberty/freedom, democracy, justice, and equality that shape the local government.	5.1.3.C
What does the judicial branch of the government do?	The students will be able to identify the role of the judicial branch of the U.S. government.	5.3.3.A
What does the legislative branch of the government do?	The students will be able to identify the role of the legislative branch of the U.S. government.	5.3.3.A
What does the executive branch of the government do?	The students will be able to identify the role of the executive branch of the U.S. government.	5.3.3.A

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(Social Studies)**

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**Time Line: 4 cycles**

<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What is the purpose of the Declaration of Independence?	<p>The students will be able to identify what the Declaration of Independence did for the United States.</p> <p>The students will be able to identify important people who signed the Declaration of United States. (Thomas Jefferson)</p>	5.1.3.D
What is the purpose of the Constitution of the United States?	The students will be able to identify what the Constitution did for the United States.	5.1.3.D
What is the purpose of the Bill of Rights?	The students will be able to identify what the Bill of Rights did for the United States.	5.1.3.D
What symbols define Pennsylvania and the United States?	The students will be able to identify important state and national symbols.	5.1.3.F
What is the purpose of an election?	The students will be able to understand the basic election process as well as the purpose of having elections.	5.3.3.E

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<b>Essential Content/ Essential Questions</b>	<b>Performance Objectives</b>	<b>Standards/Anchors</b>
What influences an individual's interests?	The students will be able to identify individual interests and understand ways to influence others.	5.3.3.G
How do citizens participate in community activities?	The students will be able to identify ways citizens participate in school and community activities.	5.2.3.D
Who holds authority roles at school, and in local, state, and national governments?	<p>The students will be able to identify the leader of the school. (principal)</p> <p>The students will be able to identify the leader of the local government. (mayor)</p> <p>The students will be able to identify the leader of the state government. (governor)</p> <p>The students will be able to identify the leader of the national government. (president)</p>	5.2.3.C; 5.3.3.D