

Wallenpaupack Area School District Planned Course Curriculum Guide

**Department
Social Studies**

**Name of Course
Communities: Past and Present**

Course Description:

The course is designed so that the students can answer these six essential questions:

- What makes a community?
- How do our communities and the people who live in them change over time?
- Why are rules and laws important?
- What is “government” and what does it do?
- What resources are found throughout the American community?
- How does the distribution of resources affect the people of each region?

Revision Date:

July 2015

Wallenpaupack Area School District Curriculum	
COURSE: Social Studies Communities: Past and Present	GRADE: 3
UNIT 1: Pioneers/Landforms	TIMEFRAME: 6 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>D2.Eco.1.3-5: Compare the benefits and costs of individual choices.</p> <p>D2.Geo.1.3-5: Construct maps and other graphic representations of both familiar and unfamiliar places.</p> <p>D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments.</p> <p>D2.Geo.8.3-5: Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>D2.His.2.3.5: Compare life in specific historical time periods to life today.</p> <p>D2.His.14.3-5: Explain probable causes and effects of events and developments.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. describe how pioneers formed communities throughout the United States; 2. explain how the United States changed throughout the 1800s; 3. identify the roles of the United States government in westward expansion; 4. identify and explain what resources were used by the pioneers and describe how they were different from the resources previously used; 5. explain how the distribution of natural resources in the Great Plains and the West affected the lives of the pioneers; 6. create graphic representations of landforms.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p>
<p>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</p>
<p>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</p>
<p>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</p>
<p>RESOURCE SPECIFIC VOCABULARY:</p>

Wallenpaupack Area School District Curriculum	
COURSE: Social Studies Communities: Past and Present	GRADE: 3
UNIT 2: Pilgrims	TIMEFRAME: 5 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>D2.Civ.2.3-5: Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</p> <p>D2.Civ.3.3-5: Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>D2.Civ.4.3-5: Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments.</p> <p>D2.His.2.3.5: Compare life in specific historical time periods to life today.</p> <p>D2.His.9.3-5: Summarize how different kinds of historical sources are used to explain events in the past.</p> <p>D2.His.14.3-5: Explain probable causes and effects of events and developments.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. describe how the passengers aboard the Mayflower formed a community; 2. describe how the Plymouth colony changed after meeting the Native Americans; 3. examine the origins of the Mayflower Compact and the governmental system utilized by the Pilgrims; 4. identify the natural resources used by the Pilgrims and compare them to the resources they had used in England; 5. explain the causes and effects of the Pilgrims’ journey.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p>
<p>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</p>
<p>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</p>
<p>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</p>
<p>RESOURCE SPECIFIC VOCABULARY:</p>

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Wallenpaupack Area School District Curriculum	
COURSE: Social Studies Communities: Past and Present	GRADE: 3
UNIT 3: The World Today	TIMEFRAME: 3 weeks

PA COMMON CORE/NATIONAL STANDARDS: D2.Geo.1.3-5: Construct maps and other graphic representations of both familiar and unfamiliar places. D2.Geo.2.3-5: Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments. D2.Geo.10.3-5: Explain why environmental characteristics vary among different world regions.
UNIT OBJECTIVES (SWBATS): Students will be able to: <ol style="list-style-type: none">1. identify the continents and oceans of the world;2. construct a world map with the continents and oceans;3. explain how culture, climate, and other environmental characteristics vary from continent to continent;4. label and utilize a compass rose.
INSTRUCTIONAL STRATEGIES/ACTIVITIES:
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none">• CDTs (Diagnostic)• Keystones (Summative)
EVIDENCE OF MASTERY/Cut Score (Keystone Exam):
DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):
RESOURCE SPECIFIC VOCABULARY:

Wallenpaupack Area School District Curriculum	
COURSE: Social Studies Communities: Past and Present	GRADE: 3
UNIT 4: Native Americans	TIMEFRAME: 8 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>D2.Civ.4.3-5: Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments.</p> <p>D2.Eco3.3-5: Identify examples of the variety of resources that are used to produce goods and services.</p> <p>D2.His.2.3.5: Compare life in specific historical time periods to life today.</p> <p>D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments.</p> <p>D2Geo.7.3-5: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p> <p>D2.Geo.8.3-5: Explain how human settlements and movements relate to the locations and use of various natural resources.</p> <p>D2.His.2.3.5: Compare life in specific historical time periods to life today.</p> <p>D2.His.4.3-5: Explain why individuals and groups during the same historical period differed in their perspectives.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. describe how Native American tribes formed communities; 2. describe how the Native American communities changed with the colonization of America; 3. explain how Native American tribes kept order among them; 4. identify and compare the natural resources used by Native Americans throughout the country; 5. explain how the distribution of natural resources affected the tribes throughout the different cultural regions of the country; 6. compare and contrast tribes in each cultural region specifically focusing on adaptations based on climate and natural resources.
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p>
<p>EVIDENCE OF MASTERY/Cut Score (Keystone Exam):</p>
<p>DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)</p>
<p>RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):</p>
<p>RESOURCE SPECIFIC VOCABULARY:</p>

Wallenpaupack Area School District Curriculum	
COURSE: Social Studies Communities: Past and Present	GRADE: 3
UNIT 5: Communities Today	TIMEFRAME: 13 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <p>D2.Civ.1.3-5: Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.</p> <p>D2.Civ.2.3-5: Explain how a democracy relies on people’s responsible participation, and draw implications for how individuals should participate.</p> <p>D2.Civ.3.3-5: Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.</p> <p>D2.Civ.4.3-5: Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>D2.Civ.6.3-5: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.</p> <p>D2.Civ.7.3-5: Apply civic virtues and democratic principles in school settings.</p> <p>D2.Civ.9.3-5: Use deliberative processes when making decisions or reaching judgements as a group.</p> <p>D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments.</p> <p>D2.Eco.1.3-5: Compare the benefits and costs of individual choices.</p> <p>D2.Eco.3.3-5: Identify examples of the variety of resources that are used to produce goods and services.</p> <p>D2.Eco.7.3-5: Explain how profits influence sellers in markets.</p> <p>D2.His.2.3.5: Compare life in specific historical time periods to life today.</p> <p>D2.Geo.4.3-5: Explain how culture influences the way people modify and adapt to their environments.</p> <p>D2Geo.7.3-5: Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. identify the three types of communities found in today’s world (rural, urban, suburban); 2. describe how the communities found throughout the United States changed historically; 3. explain why rules and laws are important in all communities; 4. describe how the American government works; 5. explain how the distribution of resources affect where people live;
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p>
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p>
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