

3rd Grade Social Studies Year-At-A-Glance

Lee's Summit R-7 Observance Days <i>Embedded throughout year/instruction</i>	Unit 1: Building Foundational Skills Estimated Time to Complete: 8-10 days	Unit 2: Foundations of Economics Estimated Time to Complete: 8-10 days	Unit 3: Federal Government Estimated Time to Complete: 8-10 days
<p>September 11 <i>9/11 Emergency Services Day</i></p> <p>September 17 <i>Constitution Day</i></p> <p>October 28 <i>Lee's Summit Founders Day</i></p> <p>November, 2nd Tuesday <i>Election Day</i></p> <p>November 11 <i>Veteran's Day</i></p> <p>January, 3rd Monday <i>Rev. Dr. Martin Luther King, Jr. Day</i></p> <p>February, 3rd Monday <i>President's Day</i></p>	<p>Essential Standard 3_SS_1 Evaluate the relationship between people and their environment.</p> <p>3_SS_6 Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p>3_SS_7 Utilize a variety of sources (printed and electronic) for interpretation and research.</p> <p>Learning Targets (Suggested instructional order) 3_SS_6_A Read and construct a map. (P)</p> <p>3_SS_1_A Identify, describe, and analyze characteristics of landforms. (R)</p> <p>3_SS_1_B Define ecosystem, and describe the importance of an ecosystem's physical factors. (K)</p> <p>3_SS_6_B Use tools like photographs and satellite images to notice world landforms and ecosystems. (K)</p> <p>3_SS_6_C Read and construct a timeline. (P)</p> <p>3_SS_7_A Define, identify, and explain types of resources. (R)</p> <p>3_SS_7_B In collaboration with the Library Media Specialist, identify, select, and gather relevant multiple library and media resources. (K)</p>	<p>Essential Standard 3_SS_5 Demonstrate an ability to explain and compare different economic systems.</p> <p>Learning Targets 3_SS_5_A Define economic vocabulary terms. (K)</p> <p>3_SS_5_B Distinguish between types of economic resources. (R)</p> <p>3_SS_5_C Identify ways individuals and groups serve the public. (K)</p> <p>3_SS_5_D Identify and explain ways government serves the public. (R)</p> <p>3_SS_5_E Develop a Cost Benefit Analysis that compares and contrasts the benefits and costs of individual choices. (P)</p>	<p>Essential Standard 3_SS_2 Recognize, assess and analyze the role of governance.</p> <p>3_SS_7 Utilize a variety of sources (printed and electronic) for interpretation and research.</p> <p>Learning Targets 3_SS_2_A Identify and describe the responsibilities and functions of three branches of the federal government. (K)</p> <p>3_SS_2_B Identify citizens' roles in federal government. (K)</p> <p>3_SS_2_C Examine and explain the importance of national documents and symbols in the United States' history. (R)</p> <p>3_SS_7_A Define, identify, and explain types of resources. (R)</p> <p>3_SS_2_D Compare procedures for making decisions in a variety of settings. (R)</p> <p>3_SS_2_E Develop and defend a position on a school or local issue with evidence. (S)</p>
Unit 4: Early Colonial America Estimated Time to Complete: 15-17 days	Unit 5: Colonial Regions Estimated Time to Complete: 18-21 days	Unit 6: Synthesizing Colonial America Estimated Time to Complete: 10-12 days	
<p>Essential Standard 3_SS_1 Evaluate the relationship between people and their environment.</p> <p>3_SS_3 Evaluate the interrelationship between culture and individuals, groups and institutions.</p> <p>3_SS_4 Analyze the origins, development, and resolution of conflicts.</p> <p>3_SS_5 Demonstrate an ability to explain and compare different economic systems.</p> <p>3_SS_6 Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p>3_SS_7 Utilize a variety of sources (printed and electronic) for interpretation and research.</p> <p>Learning Targets 3_SS_3_A Identify and define specific terms related to Colonial times. (K)</p> <p>3_SS_6_A Read and construct a map. (P)</p> <p>3_SS_3_B Identify specific groups in Colonial America.. (K)</p> <p>3_SS_7_A Define, identify, and explain types of resources. (R)</p> <p>3_SS_1_D</p>	<p>Essential Standard 3_SS_1 Evaluate the relationship between people and their environment.</p> <p>3_SS_3 Evaluate the interrelationship between culture and individuals, groups and institutions.</p> <p>3_SS_5 Demonstrate an ability to explain and compare different economic systems.</p> <p>3_SS_6 Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p>Learning Targets 3_SS_6_A Read and construct a map. (P)</p> <p>3_SS_6_C Read and construct a timeline. (P)</p> <p>3_SS_1_A Identify, describe, and analyze characteristics of landforms. (R)</p> <p>3_SS_3_A Identify and define specific terms related to Colonial times. (K)</p> <p>3_SS_3_B Identify specific groups in Colonial America. (K)</p> <p>3_SS_5_G Describe how trading led to increased interdependence between groups. (K)</p> <p>3_SS_6_D</p>	<p>Essential Standard 3_SS_1 Evaluate the relationship between people and their environment.</p> <p>3_SS_3 Evaluate the interrelationship between culture and individuals, groups and institutions.</p> <p>3_SS_5 Demonstrate an ability to explain and compare different economic systems.</p> <p>3_SS_6 Evaluate and create maps, charts, graphs and other visual sources to draw conclusions and make predictions.</p> <p>3_SS_7 Utilize a variety of sources (printed and electronic) for interpretation and research.</p> <p>Learning Targets 3_SS_6_A Read and construct a map. (P)</p> <p>3_SS_3_E Compare and contrast colonial life in the New England, Middle, and Southern Colonies. (P)</p> <p>3_SS_5_H Contrast how public needs were met during colonial life to how public needs are met today. (R)</p> <p>3_SS_6_E Use bar graphs and pictographs to compare and contrast colonial life (population, farming, transportation, food, etc.). (R)</p>	

<p>Explain how water sources influenced settlement of Colonial America. (R) 3_SS_3_C Explain and analyze reasons why settlers established colonies. (R) 3_SS_3_D Describe ways Colonists and Native Americans impacted one another's' lives. (K) 3_SS_5_F Describe the economic relationship between Colonists and Native Americans. (K) 3_SS_1_C Compare transportation technologies between Colonists and Native American communities. (R) 3_SS_4_A Identify why colonists, Native Americans, and slaves had differing perspectives during the settlement of the colonies. (K)</p>	<p>Identify and use colonial artifacts. (S)</p>	<p>3_SS_7_B In collaboration with the Library Media Specialist, identify, select, and gather relevant multiple library and media resources . (K) 3_SS_7_C Compare information between two historical sources. (R) 3_SS_7_D Create an example of a secondary source that would have been used to inform about Colonial times. (P)</p>	
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