

Social Studies 3rd Grade

Illinois Learning Standards for Social Science

Content Standards	Inquiry Skills
<p>Civics</p> <p>SS.CV.1.3 Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities</p> <p>SS.CV.2.3 Explain how groups of people make rules to create responsibilities and protect freedoms</p> <p>SS.CV.3.3 Compare procedures for making decisions in the classroom, school and community</p> <p>SS.CV.4.3 Describe how people have tried to improve their communities over time</p> <p>Geography</p> <p>SS.G.1.3 Locate major landforms and bodies of water on a map or other representation</p> <p>SS.G.2.3 Compare how people modify and adapt to the environment and culture in our community to other places</p> <p>SS.G.3.3 Show how consumption of products connects people to distant places</p> <p>Economics and Financial Literacy</p> <p>SS.EC.1.3 Compare the goods and services that people in the local community produce and those that are produced in other communities</p> <p>SS.EC.2.3 Generate examples of goods and services that governments provide</p> <p>SS.EC.FL.3.3 Describe the role of banks and other financial institutions in an economy</p> <p>SS.EC.FL.4.3 Explain that when people borrow, they receive something of value now and agree to repay the lender over time</p> <p>History</p> <p>SS.H.1.3 Create and use a chronological sequence of events</p> <p>SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and region</p> <p>SS.H.3.3 Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed</p> <p>* National Holidays are taught at each grade level as age appropriate.</p>	<p>Developing Questions and Planning Inquiries</p> <p>SS.IS.1.3-5 Develop essential questions and explain the importance of the questions to self and others</p> <p>SS.IS.2.3-5 Create supporting questions to help answer essential questions in an inquiry</p> <p>SS.IS.3.3-5 Determine sources representing multiple points of view that will assist in answering essential questions</p> <p>Evaluating Sources and Using Evidence</p> <p>SS.IS.4.3-5 Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources</p> <p>SS.IS.5.3-5 Develop claims using evidence from multiple sources to answer essential questions</p> <p>Communicating Conclusions and Taking Informed Action</p> <p>SS.IS.6.3-5 Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources</p> <p>SS.IS.7.3-5 Identify a range of local problems and some ways in which people are trying to address these problems</p> <p>SS.II.8.3-5 Use listening, consensus building, and voting procedures to decide on and take action in their classroom and school</p> <p>* Inquiry skills are incorporated within all units.</p>
Technology	
SMART Board, Elmo, iPads, Chromebooks, BrainPOP Jr., SafeSearchKids.com, Google for Kids, KidzSearch.com	

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Standards	Essential Questions	Content	Skills	Assessment	Resources
<p>Civics SS.CV.1.3 SS.CV.2.3 SS.CV.3.3 SS.EC.1.3 SS.EC.2.3 SS.G.3.3</p>	<p>Civics How do rules and responsibilities influence interactions and decision making within the three main communities in the United States? How does consumption of products connect us to local and distant places?</p>	<p>Civics -Characteristics of urban, suburban and rural: geography, economics, culture, government -Rules and responsibilities -Decision making -Goods and services produced locally and in other communities -Government provided goods and services -Consumption of products connect to distant places -Interactions within communities</p>	<p>Civics -Differentiate between urban, suburban and rural -Compare and contrast characteristics of three main types of communities in the United States -Recognize how consumption of products connect us to local and distant places -Demonstrate an understanding of rules and responsibilities, decision making and interactions within the three main types of communities in the United States</p>	<p>Civics -Test -List of rules for communities</p>	<p>Civics -Teacher created materials -Junior Achievement</p>
<p>Geography SS.G.1.3 SS.G.2.3</p>	<p>Geography How do locations of landforms and bodies of water affect how people adapt to their environments?</p>	<p>Geography -Landforms and bodies of water -How people adapt to the environment</p>	<p>Geography -Review various landforms and bodies of water in the United States -Differentiate how landforms and bodies of water affect how people adapt to their environments</p>	<p>Geography -Test</p>	<p>Geography -Globes -Atlas -Teacher created materials</p>
<p>Economics SS.EC.FL.3.3 SS.EC.FL.4.3</p>	<p>Economics Describe the role of banks and other financial institutions in an economy.</p>	<p>Economics -Wants and needs -Banks and financial institutions -Borrowing money</p>	<p>Economics -Prioritize the use of money for needs and wants -Discover the various types of payment for needs and wants</p>	<p>Economics -Journal/booklet</p>	<p>Economics -Junior Achievement</p>

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<p>Women in History SS.CV.4.3 SS.H.1.3 SS.H.2.3 SS.H.3.3</p>	<p>Women in History Describe how significant women in history have influenced their communities and the world.</p>	<p>Women in History -Significant women that shaped their community and/or the world -Timeline -Primary and secondary sources</p> <p><u>Women of God</u> Queen Esther approximately 470 BC Mary the Mother of Jesus Joan of Arc 1412-1431 Saint Louise de Marillac 1591-1660 Elizabeth Ann Seton 1774-1821</p> <p><u>Women Pioneers</u> Sacagawea 1788-1812 Susan B. Anthony 1820-1906 Clara Barton 1821-1912 Helen Keller 1880-1968 Eleanor Roosevelt 1884-1962 Amelia Earhart 1897-1937</p> <p><u>Women of Courage</u> Rosa Parks 1913-2005 Coretta Scott King 1927-2006 Maya Angelou 1928-2014 Anne Frank 1929-1945</p> <p><u>Women of 20th Century</u> Jane Goodall 1934- Wilma Rudolph 1940-1994 Sally Ride 1951-2012 Christa McAuliffe 1948-1986 Princess Diana 1961-1997 Jackie Joyner-Kersey 1962-</p>	<p>Women in History -Describe how significant women throughout history have developed and shaped their own community and the world -Research a significant woman and create a presentation including a timeline of her contributions to history -Identify artifacts and documents as either primary or secondary sources</p>	<p>Women in History -Presentation</p>	<p>Women in History -Library books</p>