
Third Grade Social Studies

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Third Grade Social Studies

Prerequisite:

- Successful completion of Second Grade

Course Description:

The Third Grade Social Studies curriculum is designed to address state and national studies standards. The curriculum prepares students to matriculate to the Fourth grade and for future study across the four strands of social studies. Students will explore their relationship to culture and their community. Students will also develop the base knowledge of history, geography, economics, and other areas of the social sciences in preparation for advanced study at the secondary level.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

Subject: Third Grade Social Studies	Grade Level: 3	Date Completed: 4/8/2019
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1st Quarter

Topic	Resources	Standards
Community	<i>Social Studies, Communities</i>	8.1.3.A., 8.3.3.A., 8.3.3.C, 8.4.3.A., 8.4.3.C., 5.1.3.A., 5.1.3.B., 5.1.3.E., 5.1.3.F., 5.2.3.A., 5.2.3.C., 5.2.3.D., 5.3.3.C., 5.3.3.D., 5.1.3.F., 5.3.3.G., 7.1.3.A., 7.1.3.B., 7.2.3.A., 7.2.3.B., 7.3.3.A., 7.4.3.A., 6.1.3.D., 6.2.3.A., 6.2.3.D., 6.2.3.G., 6.3.3.A., 6.3.3.D., 6.4.3.A., 6.4.3.B., 6.4.3.D. 6.5.3. A. through C.
People in Communities	<i>Social Studies, Communities</i>	8.1.3.A., 8.1.3.B., 8.3.3.A. through D. 8.4.3.A through D. 5.1.3.A. ,5.1.3. B., 5.1.3.E., 5.1.3.F., 5.2.3.A., 5.2.3.C., 5.2.3.D., 5.3.3.D., 7.1.3.A., 7.1.3.B., 7.2.3.A. 7.3.3.A, 6.1.3.A through D, 6.2.3.A. through G. 6.3.3.A. through D. 6.4.3.A. through D. 6.5.3.A. through C. 6.5.3.G

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2nd Quarter

Topic	Resources	Standards
Community Environments	<i>Social Studies, Communities</i>	8.1.3.A. ,8.1.3. B. 8.3.3.A. through D. 8.4.3.A through D. 5.1.3.A., 5.1.3.B. 5.1.3. E. 5.1.3.F., 5.2.3.A. 5.2.3.C. 5.2.3.D. 5.3.3.D. 6.1.3. A through G, 6.3.3.A through C, 6.4.3.A through D, 6.5.3.A through C, 6.5.3G
History of Communities	<i>Social Studies, Communities</i>	8.1.3.A., 8.1.3.B., 8.3.3.A. through D, 8.4.3.A through D, 5.1.3.A., 5.1.3.B, 5.1.3.E, 5.1.3.F, 5.2.3.A., 5.2.3.C, 5.2.3.D., 5.3.3.D., 7.1.3.A., 7.1.3.B., 7.2.3.A., 7.3.3.A, 6.1.3.A through D, 6.2.3.A through G, 6.3.3.A through D, 6.4.3.A through D, 6.5.3.A through C, 6.5.3.G

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3rd Quarter

Topic	Resources	Standards
Communities at Work	<i>Social Studies, Communities</i>	8.1.3.A., 8.1.3.B., 8.3.3.A. through D, 8.4.3.A through D, 5.1.3.A., 5.1.3.B., 5.1.3.E., 5.1.3.F., 5.2.3.A. 5.2.3. C., 5.2.3.D., 5.3.3.D., 7.1.3.A., 7.1.3.B., 7.2.3.A., 7.3.3.A., 6.1.3.A through D, 6.2.3.A through G, 6.3.3.A through D, 6.4.3.A through D, 6.5.3.A through C, 6.5.3.G, 6.5.3.H, 5.3.3.A through F, 5.3.3.J.,

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4th Quarter

Topic	Resources	Standards
Governments	<i>Social Studies, Communities</i>	8.1.3.A., 8.1.3.B., 8.3.3.A. through D, 8.4.3.A. through D, 5.1.3.A. through D, 5.2.3. A, 5.2.3.C through F, 7.1.3.A, 7.1.3.B., 7.2.3.A., 7.2.3.B., 7.3.3.A., 7.4.3.A., 7.4.3.B., 6.1.3.A through D, 6.2.3.A though G, 6.3.3.A through D, 6.4.3.A through D, 6.5.3.A through C, 6.5.3.G, 6.5.3.H

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Our Community	<p>A community is a place where people live, work, and have fun together. There are many kinds of communities in the United States.</p> <p>Communities around the world are alike and different.</p> <p>Rural communities are in the countryside and can be surrounded by farms and open land.</p> <p>Suburban communities have grown and changed over the years. Urban communities are cities where people live and work.</p> <p>Vocabulary: Community Geography Location Culture Rural Community Suburban Community City Population Transportation</p>	<p>Approved textbook <i>Social Studies Communities</i> <i>Map Skills for Today: Maps Across America</i></p> <p>Social Studies: Communities</p> <p>Worksheets</p> <p>Weekly Reader</p> <p>app.discoveryeducation.com/public:session/login</p>	<p>Socratic method exploration</p> <p>Teacher observation</p> <p>Question and Answers</p> <p>Written Response</p>	Ongoing , Quarter 1

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	Urban Community			
<p>PA Academic Standards: History</p> <p>8.1.3.A Identify the difference between past, present, and future using timelines and/or other graphic representations.</p> <p>8.3.3.A Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.C Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.4.3.A Identify the elements of culture and ethnicity.</p> <p>8.4.3.C Compare and contrast selected world cultures.</p> <p>PA Academic Standards: Civics and Government</p> <p>5.1.3.A Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B Explain rules and laws for the classroom, school, and community.</p> <p>5.1.3.E Identify the rights of an American citizen.</p> <p>5.1.3.F Identify the state symbols, national symbols, and national holidays.</p> <p>5.2.3.A Identify personal rights and responsibilities.</p> <p>5.2.3.C Identify leadership and public service opportunities in the school, community, state, and nation.</p> <p>5.2.3.D Describe how citizens participate in school and community activities.</p> <p>5.3.3.C Identify services performed by the local government.</p> <p>5.3.3.D Identify positions of authority at school and community.</p> <p>5.1.3.F Identify state symbols, national symbols, and national holidays.</p> <p>5.3.3.G Identify individual interests and explain ways to influence others.</p> <p>PA Academic Standards: Geography</p> <p>7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.3.B Identify and locate places and regions as defined by physical and human features.</p> <p>7.2.3.A Identify the physical characteristics of places and regions.</p> <p>7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.3.A Identify the human characteristics of places and regions using the following criteria</p> <ul style="list-style-type: none"> • Population • Culture • Settlement • Economic • Political Activities <p>7.4.3.A Identify the effect of the physical systems on people within a community.</p>				

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PA Academic Standards: Economics

- 6.1.3.D. Identify reasons why people make a choice.
- 6.2.3.A. Identify goods, services, consumers, and producers in the local community.
- 6.2.3.D. Demonstrate the importance of money in everyday life.
- 6.2.3.G. Identify characteristics of the local economy.
- 6.3.3.A. Identify goods and services provided by the government.
- 6.3.3.D. Describe how government is important to the economic system.
- 6.4.3.A. Identify local examples of specialization and division of labor.
- 6.4.3.B. Identify examples of trade imports, and exports in the local community.
- 6.4.3.D. Describe how buyers make choices about their wants and needs through purchases.
- 6.5.3.A. Explain why people work.
- 6.5.3.B. Explain the differences in earnings by those in different jobs.
- 6.5.3.C. Describe how different businesses meet the needs and wants of families.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
People in Communities	<p>People in a community may come from different places.</p> <p>When people move to a new country, they blend parts of their old culture with parts of their new culture.</p> <p>People came from all over the world to the United States. Immigrants to the United States had to start a new way of life.</p> <p>Celebrations bring people of a community together.</p> <p>Communities have special celebrations to honor their people and their history.</p> <p>National holidays are celebrated in communities across the country.</p> <p>Vocabulary: Opportunity Immigrant Citizen Migration Holiday Tradition</p>	<p><i>Social Studies: Communities</i></p> <p><i>Social Studies Communities</i></p> <p><i>Map Skills for Today: Maps Across America</i></p> <p>Social Studies: Communities</p> <p>Worksheets</p> <p>Weekly Reader</p> <p>app.discoveryeducation.com/public:session/login</p>	<p>Socratic method exploration</p> <p>Teacher observation</p> <p>Question and Answers</p> <p>Written Response</p>	Ongoing Quarter 1

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	Livestock Civil Rights Movement Memorial Day			
<p>PA Academic Standards: History</p> <p>8.1.3.A. Identify the difference between past, present and future using timelines and/or other graphic representations.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.B. Identify and describe historical documents, artifacts, and places critical to United States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military Conflict • Economic stability <p>8.4.3.A Identify the elements of culture and ethnicity.</p> <p>8.4.3.B. Examine the effects of selected artifacts, historical documents, and related sites on the world.</p> <p>8.4.3.C. Compare and contrast selected world cultures.</p> <p>8.4.3.D. Identify conflict and cooperation among groups and organizations from around the world.</p> <p>PA Academic Standards: Civics and Government</p> <p>5.1.3.A. Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B. Explain rules and laws for the classroom, school, and community.</p> <p>5.1.3.E. Identify the rights of an American citizen.</p> <p>5.1.3.F. Identify state symbols, national symbols, and national holidays.</p> <p>5.2.3.A. Identify personal rights and responsibilities.</p> <p>5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation.</p> <p>5.2.3.D. Describe how citizens participate in school and community activities.</p> <p>5.3.3.D. Identify positions of authority at school and community.</p> <p>PA Academic Standards: Geography</p> <p>7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.3.B. Identify and locate places and regions as defined by physical and human features.</p>				

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7.2.3.A. Identify the physical characteristics of places and regions.

7.3.3.A. Identify the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

PA Academic Standards: Economics

6.1.3.A Define scarcity and identify examples of resources, wants, and needs.

6.1.3.B Identify needs and wants of people. Identify examples of natural, human, and capital resources.

6.1.3.C Explain what is given up when making a choice.

6.1.3.D Identify reasons why people make a choice.

6.2.3.A Identify goods, services, consumers, and producers in the local community.

6.2.3.B Identify competing sellers in the local market.

6.2.3.C Identify types of advertising designed to influence personal choice.

6.2.3.D Demonstrate the importance of money in everyday life.

6.2.3.E Describe the effect of local businesses opening and closing.

6.2.3.F Identify private economic institutions.

6.2.3.G Identify characteristics of the local economy.

6.3.3.A Identify goods and services provided by the government.

6.3.3.B Identify examples of government involvement in local economic activities.

6.3.3.C Define tax and explain the relationship between taxation and government services.

6.3.3.D Describe how government is important to the economic system.

6.4.3.A Identify local examples of specialization and division of labor.

6.4.3.B Identify examples of trade imports, and exports in the local community.

6.4.3.C Identify different organizations that are part of the economic system (banks, small businesses, big corporations)

6.4.3.D Describe how buyers make choices about their wants and needs through purchases.

6.5.3.A Explain why people work.

6.5.3.B Explain the differences in earnings by those in different jobs.

6.5.3.C Describe how different businesses meet the needs and wants of families.

6.5.3.G Define saving and explain why people save.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Community Environments	<p>Communities are started in areas with different physical environments. Communities in the United States have many different climates.</p> <p>The natural resources in an area help people live and communities grow.</p> <p>Some communities develop in mountains because of their natural resources. Boats could carry goods to places where they could be sold.</p> <p>Communities sometimes are built where many roads, railroads, and air routes come together in one place.</p> <p>Vocabulary: Fuel Landforms Climate Region Physical Environment Adobe Ecosystem Natural Resources Logging</p>	<p><i>Social Studies: Communities</i></p> <p><i>Social Studies Communities</i> <i>Map Skills for Today: Maps Across America</i></p> <p>Social Studies: Communities</p> <p>Worksheets</p> <p>Weekly Reader</p> <p>app.discoveryeducation.com/public:session/login</p>	<p>Socratic method exploration</p> <p>Teacher observation</p> <p>Question and Answers</p> <p>Written Response</p>	Ongoing Quarter 2

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	Lumber Industries State Capital State Government			
<p>PA Academic Standards: History</p> <p>8.1.3.A. Identify the difference between past, present and future using timelines and/or other graphic representations.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.B. Identify and describe historical documents, artifacts, and places critical to United States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military Conflict • Economic stability <p>8.4.3.A Identify the elements of culture and ethnicity.</p> <p>8.4.3.B. Examine the effects of selected artifacts, historical documents, and related sites on the world.</p> <p>8.4.3.C. Compare and contrast selected world cultures.</p> <p>8.4.3.D. Identify conflict and cooperation among groups and organizations from around the world.</p> <p>PA Academic Standards: Civics and Government</p> <p>5.1.3.A. Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B. Explain rules and laws for the classroom, school, and community.</p> <p>5.1.3.E. Identify the rights of an American citizen.</p> <p>5.1.3.F. Identify state symbols, national symbols, and national holidays.</p> <p>5.2.3.A. Identify personal rights and responsibilities.</p> <p>5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation.</p> <p>5.2.3.D. Describe how citizens participate in school and community activities.</p> <p>5.3.3.D. Identify positions of authority at school and community.</p> <p>PA Academic Standards: Geography</p> <p>7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.3.B. Identify and locate places and regions as defined by physical and human features.</p>				

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7.2.3.A. Identify the physical characteristics of places and regions.

7.3.3.A. Identify the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

PA Academic Standards: Economics

6.1.3.A Define scarcity and identify examples of resources, wants, and needs.

6.1.3.B Identify needs and wants of people. Identify examples of natural, human, and capital resources.

6.1.3.C Explain what is given up when making a choice.

6.1.3.D Identify reasons why people make a choice.

6.2.3.A Identify goods, services, consumers, and producers in the local community.

6.2.3.B Identify competing sellers in the local market.

6.2.3.C Identify types of advertising designed to influence personal choice.

6.2.3.D Demonstrate the importance of money in everyday life.

6.2.3.E Describe the effect of local businesses opening and closing.

6.2.3.F Identify private economic institutions.

6.2.3.G Identify characteristics of the local economy.

6.3.3.A Identify goods and services provided by the government.

6.3.3.B Identify examples of government involvement in local economic activities.

6.3.3.C Define tax and explain the relationship between taxation and government services.

6.3.3.D Describe how government is important to the economic system.

6.4.3.A Identify local examples of specialization and division of labor.

6.4.3.B Identify examples of trade imports, and exports in the local community.

6.4.3.C Identify different organizations that are part of the economic system (banks, small businesses, big corporations)

6.4.3.D Describe how buyers make choices about their wants and needs through purchases.

6.5.3.A Explain why people work.

6.5.3.B Explain the differences in earnings by those in different jobs.

6.5.3.C Describe how different businesses meet the needs and wants of families.

6.5.3.G Define saving and explain why people save.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
History of Communities	<p>Native Americans and European explorers built the first communities in North America.</p> <p>Spanish explorers came to present-day Florida and established communities.</p> <p>French explorers came to present-day Canada and built communities.</p> <p>English explorers came to present-day Virginia and built communities.</p> <p>New forms of transportations allowed people to move across the United States and around the world.</p> <p>New forms of communication help people keep in touch with one another.</p> <p>Inventors and their inventions made the lives of people in communities easier.</p> <p>New medicines and ways to fight diseases have improved the health of people around the world.</p>	<p><i>Social Studies: Communities</i></p> <p><i>Social Studies Communities</i></p> <p><i>Map Skills for Today: Maps Across America</i></p> <p>Social Studies: Communities</p> <p>Worksheets</p> <p>Weekly Reader</p> <p>app.discoveryeducation.com/public:session/login</p>	<p>Socratic method exploration</p> <p>Teacher observation</p> <p>Question and Answers</p> <p>Written Response</p>	Ongoing Quarter 2

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	Vocabulary: Explorer Fleet Fortifications Representative Government Pony Express Invention Morse Code Pasteurization			
<p>PA Academic Standards: History</p> <p>8.1.3.A. Identify the difference between past, present and future using timelines and/or other graphic representations.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.B. Identify and describe historical documents, artifacts, and places critical to United States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military Conflict • Economic stability <p>8.4.3.A Identify the elements of culture and ethnicity.</p> <p>8.4.3.B. Examine the effects of selected artifacts, historical documents, and related sites on the world.</p> <p>8.4.3.C. Compare and contrast selected world cultures.</p> <p>8.4.3.D. Identify conflict and cooperation among groups and organizations from around the world.</p> <p>PA Academic Standards: Civics and Government</p> <p>5.1.3.A. Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B. Explain rules and laws for the classroom, school, and community.</p> <p>5.1.3.E. Identify the rights of an American citizen.</p> <p>5.1.3.F. Identify state symbols, national symbols, and national holidays.</p> <p>5.2.3.A. Identify personal rights and responsibilities.</p> <p>5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation.</p>				

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5.2.3.D. Describe how citizens participate in school and community activities.

5.3.3.D. Identify positions of authority at school and community.

PA Academic Standards: Geography

7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.

7.1.3.B. Identify and locate places and regions as defined by physical and human features.

7.2.3.A. Identify the physical characteristics of places and regions.

7.3.3.A. Identify the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

PA Academic Standards: Economics

6.1.3.A Define scarcity and identify examples of resources, wants, and needs.

6.1.3.B Identify needs and wants of people. Identify examples of natural, human, and capital resources.

6.1.3.C Explain what is given up when making a choice.

6.1.3.D Identify reasons why people make a choice.

6.2.3.A Identify goods, services, consumers, and producers in the local community.

6.2.3.B Identify competing sellers in the local market.

6.2.3.C Identify types of advertising designed to influence personal choice.

6.2.3.D Demonstrate the importance of money in everyday life.

6.2.3.E Describe the effect of local businesses opening and closing.

6.2.3.F Identify private economic institutions.

6.2.3.G Identify characteristics of the local economy.

6.3.3.A Identify goods and services provided by the government.

6.3.3.B Identify examples of government involvement in local economic activities.

6.3.3.C Define tax and explain the relationship between taxation and government services.

6.3.3.D Describe how government is important to the economic system.

6.4.3.A Identify local examples of specialization and division of labor.

6.4.3.B Identify examples of trade imports, and exports in the local community.

6.4.3.C Identify different organizations that are part of the economic system (banks, small businesses, big corporations)

6.4.3.D Describe how buyers make choices about their wants and needs through purchases.

6.5.3.A Explain why people work.

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6.5.3.B Explain the differences in earnings by those in different jobs.
6.5.3.C Describe how different businesses meet the needs and wants of families.
6.5.3.G Define saving and explain why people save.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Communities at Work	<p>People make choices about how money is earned, spent, and saved.</p> <p>To make a decision about what to buy, people must make economic choices.</p> <p>Business owners work hard to provide goods and services to the people in the community.</p> <p>Factories use natural resources, people, and machines to make products.</p> <p>People must make choices about how to use resources.</p> <p>People in communities around the world depend on each other for goods and services.</p> <p>Vocabulary: Budget Income Economic choice Opportunity cost Supply Demand Profit Trade</p>	<p><i>Social Studies: Communities</i></p> <p><i>Social Studies Communities</i></p> <p><i>Map Skills for Today: Maps Across America</i></p> <p>Social Studies: Communities</p> <p>Worksheets</p> <p>Weekly Reader</p> <p>app.discoveryeducation.com/public:session/login</p>	<p>Socratic method exploration</p> <p>Teacher observation</p> <p>Question and Answers</p> <p>Written Response</p>	Ongoing Quarter 3

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	Export Specialize Import Scarcity			
<p>PA Academic Standards: History</p> <p>8.1.3.A. Identify the difference between past, present and future using timelines and/or other graphic representations.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.B. Identify and describe historical documents, artifacts, and places critical to United States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military Conflict • Economic stability <p>8.4.3.A Identify the elements of culture and ethnicity.</p> <p>8.4.3.B. Examine the effects of selected artifacts, historical documents, and related sites on the world.</p> <p>8.4.3.C. Compare and contrast selected world cultures.</p> <p>8.4.3.D. Identify conflict and cooperation among groups and organizations from around the world.</p> <p>PA Academic Standards: Civics and Government</p> <p>5.1.3.A. Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B. Explain rules and laws for the classroom, school, and community.</p> <p>5.1.3.E. Identify the rights of an American citizen.</p> <p>5.1.3.F. Identify state symbols, national symbols, and national holidays.</p> <p>5.2.3.A. Identify personal rights and responsibilities.</p> <p>5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation.</p> <p>5.2.3.D. Describe how citizens participate in school and community activities.</p> <p>5.3.3.D. Identify positions of authority at school and community.</p> <p>PA Academic Standards: Geography</p> <p>7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.</p>				

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7.1.3.B. Identify and locate places and regions as defined by physical and human features.

7.2.3.A. Identify the physical characteristics of places and regions.

7.3.3.A. Identify the human characteristics of places and regions using the following criteria:

- Population
- Culture
- Settlement
- Economic activities
- Political activities

PA Academic Standards: Economics

6.1.3.A Define scarcity and identify examples of resources, wants, and needs.

6.1.3.B Identify needs and wants of people. Identify examples of natural, human, and capital resources.

6.1.3.C Explain what is given up when making a choice.

6.1.3.D Identify reasons why people make a choice.

6.2.3.A Identify goods, services, consumers, and producers in the local community.

6.2.3.B Identify competing sellers in the local market.

6.2.3.C Identify types of advertising designed to influence personal choice.

6.2.3.D Demonstrate the importance of money in everyday life.

6.2.3.E Describe the effect of local businesses opening and closing.

6.2.3.F Identify private economic institutions.

6.2.3.G Identify characteristics of the local economy.

6.3.3.A Identify goods and services provided by the government.

6.3.3.B Identify examples of government involvement in local economic activities.

6.3.3.C Define tax and explain the relationship between taxation and government services.

6.3.3.D Describe how government is important to the economic system.

6.4.3.A Identify local examples of specialization and division of labor.

6.4.3.B Identify examples of trade imports, and exports in the local community.

6.4.3.C Identify different organizations that are part of the economic system (banks, small businesses, big corporations)

6.4.3.D Describe how buyers make choices about their wants and needs through purchases.

6.5.3.A Explain why people work.

6.5.3.B Explain the differences in earnings by those in different jobs.

6.5.3.C Describe how different businesses meet the needs and wants of families.

6.5.3.G Define saving and explain why people save.

6.5.3.H Identify the role of banks in our local community.

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Governments	<p>Governments of the past influenced the founders of our country.</p> <p>The government of the United States protects the rights of the people.</p> <p>Citizens have rights and responsibilities to their community, state, and country.</p> <p>Local governments provide community services.</p> <p>Community leaders help a community meet its needs.</p> <p>Laws are made, carried out, and enforced by the three branches of state government.</p> <p>Vocabulary: Direct Democracy Mayflower Compact Bill of Rights Amendment Responsibility United States Constitution Declaration of Independence Candidate Consent</p>	<p><i>Social Studies: Communities</i></p> <p><i>Social Studies Communities</i> <i>Map Skills for Today: Maps Across America</i></p> <p>Social Studies: Communities</p> <p>Worksheets</p> <p>Weekly Reader</p> <p>app.discoveryeducation.com/public:session/login</p>	<p>Socratic method exploration</p> <p>Teacher observation</p> <p>Question and Answers</p> <p>Written Response</p>	Ongoing Quarter 4

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	Council Mayor Recreation			
<p>PA Academic Standards: History</p> <p>8.1.3.A. Identify the difference between past, present and future using timelines and/or other graphic representations.</p> <p>8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</p> <p>8.3.3.A. Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</p> <p>8.3.3.B. Identify and describe historical documents, artifacts, and places critical to United States history.</p> <p>8.3.3.C. Demonstrate an understanding of how people in different times and places view the world.</p> <p>8.3.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.</p> <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military Conflict • Economic stability <p>8.4.3.A Identify the elements of culture and ethnicity.</p> <p>8.4.3.B. Examine the effects of selected artifacts, historical documents, and related sites on the world.</p> <p>8.4.3.C. Compare and contrast selected world cultures.</p> <p>8.4.3.D. Identify conflict and cooperation among groups and organizations from around the world.</p> <p>PA Academic Standards: Civics and Government</p> <p>5.1.3.A. Explain the purposes of rules, laws, and consequences.</p> <p>5.1.3.B. Explain rules and laws for the classroom, school, and community.</p> <p>5.1.3.C. Define the principles and ideals shaping local government.</p> <ul style="list-style-type: none"> • Liberty/Freedom • Democracy • Justice • Equality <p>5.1.3.D. Identify key ideas about government found in significant documents:</p> <ul style="list-style-type: none"> • Declaration of Independence • United States Constitution • Bill of Rights • Pennsylvania Constitution 				

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- 5.2.3.A Identify personal rights and responsibilities.
- 5.2.3.C Identify leadership and public service opportunities in the school.
- 5.2.3.D Describe how citizens participate in school and community activities.
- 5.1.3.E. Identify the rights of an American citizen.
- 5.1.3.F. Identify state symbols, national symbols, and national holidays.
- 5.2.3.A Identify personal rights and responsibilities.
- 5.2.3.C Identify leadership and public service opportunities in the school, community, state, and nation.
- 5.2.3.D Describe how citizens participate in school and community activities.
- 5.3.3.A Identify the roles of the three branches of government.
- 5.3.3.B Identify how laws are made in the local community.
- 5.3.3.C Identify services performed by the local government.
- 5.3.3.D Identify positions of authority at school and community.
- 5.3.3.E Explain the purpose for elections.
- 5.3.3.F Explain how an action may be just or unjust.
- 5.3.3.J Identify key ideals of the form of government practiced in the United States.

PA Academic Standards: Geography

- 7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places, and environment.
- 7.1.3.B. Identify and locate places and regions as defined by physical and human features.
- 7.2.3.A. Identify the physical characteristics of places and regions.
- 7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.
- 7.3.3.A. Identify the human characteristics of places and regions using the following criteria:
 - Population
 - Culture
 - Settlement
 - Economic activities
 - Political activities
- 7.4.3.A Identify the effect of the physical systems on people within a community.
- 7.4.3.B Identify the effect of people on the physical systems within a community.

PA Academic Standards: Economics

- 6.1.3.A Define scarcity and identify examples of resources, wants, and needs.
- 6.1.3.B Identify needs and wants of people. Identify examples of natural, human, and capital resources.
- 6.1.3.C Explain what is given up when making a choice.

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- 6.1.3.D Identify reasons why people make a choice.
- 6.2.3.A Identify goods, services, consumers, and producers in the local community.
- 6.2.3.B Identify competing sellers in the local market.
- 6.2.3.C Identify types of advertising designed to influence personal choice.
- 6.2.3.D Demonstrate the importance of money in everyday life.
- 6.2.3.E Describe the effect of local businesses opening and closing.
- 6.2.3.F Identify private economic institutions.
- 6.2.3.G Identify characteristics of the local economy.
- 6.3.3.A Identify goods and services provided by the government.
- 6.3.3.B Identify examples of government involvement in local economic activities.
- 6.3.3.C Define tax and explain the relationship between taxation and government services.
- 6.3.3.D Describe how government is important to the economic system.
- 6.4.3.A Identify local examples of specialization and division of labor.
- 6.4.3.B Identify examples of trade imports, and exports in the local community.
- 6.4.3.C Identify different organizations that are part of the economic system (banks, small businesses, big corporations)
- 6.4.3.D Describe how buyers make choices about their wants and needs through purchases.
- 6.5.3.A Explain why people work.
- 6.5.3.B Explain the differences in earnings by those in different jobs.
- 6.5.3.C Describe how different businesses meet the needs and wants of families.
- 6.5.3.G Define saving and explain why people save.
- 6.5.3.H Identify the role of banks in our local community.

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Our Community	<ul style="list-style-type: none"> • Preferential Seating • Modified Notes • Visual Aids • Small group instruction • One-on-One instruction • Interactive Online Videos • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Extra time to complete assignments • Copy of vocabulary provided • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Access to computer to type written responses • Graphic Organizer • Audio recordings of texts 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete. • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Oral testing • Chunking tests into more manageable sections • Word Bank • Larger Print <p>Suggested Time: Ongoing, Quarter 1 as specified in the curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
People in Communities	<ul style="list-style-type: none"> • Preferential Seating • Modified Notes • Visual Aids • Small group instruction • One-on-One instruction • Additional workspace • Interactive Online Videos • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Extra time to complete assignments • Copy of vocabulary provided • Multi-Modality instruction including modeling • explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Access to computer to type written responses • Writing samples provided • Graphic Organizer • Audio recordings of texts 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Oral testing • Chunking tests into more manageable sections • Word Bank • Larger Print <p>Suggested Time: Ongoing, Quarter 1 as specified in the curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Community Environments	<ul style="list-style-type: none"> • Preferential Seating • Modified Notes • Visual Aids • Small group instruction • One-on-One instruction • Interactive Online Videos • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Extra time to complete assignments • Copy of vocabulary provided • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Access to computer to type written responses • Graphic Organizer • Audio recordings of texts 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete. • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Oral testing • Chunking tests into more manageable sections • Word Bank • Larger Print <p>Suggested Time: Ongoing, Quarter 2 as specified in the curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
History of Communities	<ul style="list-style-type: none"> • Preferential Seating • Modified Notes • Visual Aids • Small group instruction • One-on-One instruction • Interactive Online Videos • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Extra time to complete assignments • Copy of vocabulary provided • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Access to computer to type written responses • Graphic Organizer • Audio recordings of texts 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete. • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Word Bank • Larger Print <p>Suggested Time: Ongoing, Quarter 2 as specified in the curriculum with additional time as needed per individual basis</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Communities at Work	<ul style="list-style-type: none"> • Preferential Seating • Modified Notes • Visual Aids • Small group instruction • One-on-One instruction • Interactive Online Videos • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Extra time to complete assignments • Copy of vocabulary provided • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Access to computer to type written responses • Graphic Organizer • Audio recordings of texts 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete. • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Word Bank • Larger Print <p>Suggested Time: Ongoing, Quarter 3 as specified in the curriculum with additional time as needed per individual basis</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Governments	<ul style="list-style-type: none"> • Preferential Seating • Modified Notes • Visual Aids • Small group instruction • One-on-One instruction • Interactive Online Videos • Breaking tasks down into more manageable increments • Breaking down directions with one directive given at a time • Frequent breaks to maintain focus • Extra time to complete assignments • Copy of vocabulary provided • Multi-Modality instruction including modeling, explicit instruction, repetition, rephrasing, visual cues, and chunking of material • Directions read aloud • Colored overlay for reading • Access to computer to type written responses • Graphic Organizer • Audio recordings of texts 		<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete. • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent breaks to maintain focus • Modified assessments • Provide Study Guides • Change testing location • Chunking tests into more manageable sections • Word Bank • Larger Print <p>Suggested Time: Ongoing, Quarter 4 as specified in the curriculum with additional time as needed per individual basis</p>