

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Third Grade	
Unit: Local/County/State	Section: Civics and Government	
MLR Span: 3/4	MLR Content Standard: (A) Rights, Responsibilities, and Participation: Students will understand the rights and responsibilities of civic life and will employ the skills of effective civic participation.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<p>Students will be able to:</p> <p>1. Identify and practice important individual rights (e.g., freedom of religion, speech, ownership of property).</p> <p>2. Explain why certain responsibilities within a democratic society are important.</p>	<p>Students will:</p> <p>1. Gain understanding of a democratic form of government.</p> <p>2. Gain understanding of the responsibilities of local government.</p>	<p>a) Participate in a mock election.</p> <p>b) Observe the local voting process during and actual election.</p> <p>c) Have the students do research to locate artifacts from a recent local state, or national election (brochures, buttons, posters, etc.).</p> <p>a) Visit a local town office.</p> <p>b) Have the students research the structure of local government in their community and prepare an organizational chart similar to the one on page 390-391 in your Scott Foresman text.</p> <p><i>Continued to next page.</i></p>

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Content Area: Social Studies	Grade: Third Grade	
Unit: Local/County/State	Section: Civics and Government	
MLR Span: 3/4	MLR Content Standard: (B) Purpose and Types of Government Students will understand the types and purposes of government, their evolution and their relationship with the governed.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<p><i>Continued from previous page.</i></p> <p>3. Identify the functions of government at school, locally, and at the state level..</p>	<p>1. Gain understanding of government at each of the three levels.</p> <ul style="list-style-type: none"> • explain hierarchy of government at school and its functions • explain how local town government is formed and its functions • explain the structure of state government and its functions 	<ul style="list-style-type: none"> a) Create classroom rules to start the school year. b) Interview school principal, Superintendent, Assistant Superintendent, and a member of the School Board. c) Attend a town meeting. d) Invite town officials to visit and explain their roles. e) Explain the three branches of state government. f) Visit the capitol when it's in session. g) Collect newspaper clippings of news happening in the state government. h) Role-play passing a bill. i) Invite the governor to your classroom. j) Email the governor. k) Create a local government for the class with a Town Manager and selectmen and then decide what services the class needs. l) Make a Venn Diagram that compares Washington, D.C. to Augusta. m) Read and reenact, <i>Stone Fox</i>, creating a mock trial. • Refer to Scott Foresman text.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies		Grade: Third Grade	
Unit: Present Day Community/ Maine Government		Section: Civics and Government	
MLR Span: 3/4		MLR Content Standard: (B) Purpose and Types of Government Students will understand the types and purposes of government, their evolution and their relationship with the governed.	
MLR Performance Indicators		MSAD #54 Objectives	
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Describe why we need governments (e.g., law and order, defense, roads, schools). 2. Describe the basic structure of local and state governments. 		<p>Students will:</p> <ol style="list-style-type: none"> 1. Explain why countries have governments and laws. 2. Explain why our local community has a government and laws. <ol style="list-style-type: none"> 1. Gain understanding of governments at each of the three levels. 2. Be able to: <ul style="list-style-type: none"> • explain the hierarchy of the government at school and its functions. • explain how local town government is formed and its functions. • explain the structure of state government and its functions. 	
		<ol style="list-style-type: none"> a) See activities listed under Civics and Government for standard A. b) See <i>Maine Government for Kids</i> by Carol Marsh <ol style="list-style-type: none"> a) Make a chart comparing and contrasting the branches of local, state and federal government who makes laws, who carries out laws and who sees that laws are carried out fairly. b) Invite local government officials to speak to classes about their roles in town government. <ul style="list-style-type: none"> • Refer to Scott Foresman text. 	

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Content Area: Social Studies	Grade: Third Grade	
Unit: Local/County/State	Section: Civics and Government	
MLR Span: 3/4	MLR Content Standard: (C) Fundamental Principles of Government and Constitutions Students will understand the constitutional principles and the democratic foundations of the political institutions of the United States.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Explain how the constitution protects individual rights (e.g., Bill of Rights).	Students will: 1. Gain an understanding of how the constitution is a model for local and state government.	<ol style="list-style-type: none"> a) Read aloud, <i>Shhh, They're Writing the Constitution</i>, by Jean Fritz. b) Write a constitution for your classroom. Discuss individual rights vs. rights of a group or a community. c) Celebrate Martin Luther King, Jr. Day. Discuss how the Civil Rights Movement changed the Constitution. See the Civil Rights Act of 1957. d) Write a courtroom play based on one of the freedoms in the Bill of Rights. e) Take a field trip to a local courthouse. f) Debate one of the freedoms in the Bill of Rights. g) Write letters to the President. <ul style="list-style-type: none"> • Refer to Scott Foresman text.

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Content Area: Social Studies	Grade: Third Grade	
Unit: North America	Section: Civics and Government	
MLR Span: 3/4	MLR Content Standard: (D) International Relations Students will understand the political relationships between the United States and other nations.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Identify examples of how the United States interacts with other countries (e.g., trade, treaties). 2. Compare a foreign culture to that of the United States. Include an analysis of how decisions are made.	Students will: 1. Demonstrate knowledge of the interconnectedness of the United States, Canada and Mexico. 1. Understand the unique values, languages, political systems, and belief systems of Mexico and Canada as compared to the United States	a) List 5 things you own. Include clothes, sneakers, toys, etc. Look at each to see where it was made. Compare how many items were made outside the US. Suppose you had a pen pal in Mexico or Canada write to him/her about a product exported from their country to the U.S. a) Choose a country. Make a poster illustrating the country's language, government, money, customs, holidays, food, music etc. b) Hold a cultural fair. c) Make a travel brochure or tri-fold poster to advertise your country. d) Read and discuss stories about traditions and customs of Canada, Mexico and the United States. e) Create a Venn diagram comparing customs of two countries. • Refer to Scott Foresman text.

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Content Area: Social Studies	Grade: Third Grade	
Unit: Community Life	Section: Economics	
MLR Span: 3/4	MLR Content Standard: (A) Personal and Consumer Economics: Students will understand that economic decisions are based on the availability of resources and the costs and benefits of choices.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Describe barter and money and explain how each is used in the exchange of resources, goods, and services.	Students will: 1. Explain the economic structure of community in present and past. 2. Identify the terms goods and services.	a) Discuss barter system. Bring in items to trade for basic needs. i.e. pencils, books, paper. a) Create a chart listing the businesses in their communities that provide goods vs. services. b) Create poster advertising one of the services. c) Invite representatives from local businesses into the classroom. d) Make a “chamber of commerce” goods and services handbook. e) Write an article explaining what personal item you would trade in your barter system and why. • Refer to Scott Foresman text

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Content Area: Social Studies	Grade: Third Grade	
Unit: Community Life	Section: Economics	
MLR Span: 3/4	MLR Content Standard: (B) Economic Systems of the United States: Students will understand that economic system of the United States, including its principles, development, and institutions.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Identify the three basic economic questions to which all economic systems must answer: <ul style="list-style-type: none"> • <i>what to produce?</i> • <i>how?</i> • <i>for whom?</i> 	Students will: 1. Understand the roles of people as producers and consumer.	a) Students will invent an original product and write, videotape commercials and do a market analysis. b) Take a field trip to a local greenhouse or nursery. c) Invite a local business owner to school. d) Have students make a tape recording, explaining how they earn money, what they're saving for, or how they are planning to spend their income. <ul style="list-style-type: none"> • Scott Foresman text.

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Content Area: Social Studies	Grade: Third Grade	
Unit: North America	Section: Economics	
MLR Span: 3/4	MLR Content Standard: (C) Comparative Systems: Students will analyze how different economic systems function and change over time.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Explain how selected cultures or countries meet basic human needs.	Students will: 1. Identify how cultural groups develop distinctive aspects of food, clothing and shelter.	<ol style="list-style-type: none"> a) Invite parents from foreign countries to be guest presenters and share their native culture. b) Explore traditional foods, costumes and architecture of Canada and Mexico. c) Students will participate in Canada/Mexico Cultural Fair. d) Have pen pals from Canada and Mexico. e) Visit the MSAD #54 Web Page link: Social Studies Curriculum, Native American flow chart. <ul style="list-style-type: none"> • Refer to Scott Foresman text.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies		Grade: Third Grade
Unit: Political Maps; Town/County/State		Section: Geography
MLR Span: 3/4	MLR Content Standard: (A) Skills and Tools: Students will know how to construct and interpret maps and use globes and other geographic tools to locate and derive information about people, places, regions and environments.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Construct and compare maps of Maine, the United States, and regions of the world to interpret geographical features and draw conclusions about physical patterns. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Identify major rivers, mountains, and counties in Maine. 2. Use legends, keys, scale, compass rose on a map. 3. Use a map of own town/community correctly. 	<ol style="list-style-type: none"> a) Given a map of Maine, students will label the major rivers, mountains, and lakes utilizing a list provided. b) Make salt dough, clay or papier-mâché maps. c) Learn the Maine Counties song. a) For Maine field trips visit pbs.org. b) Take a field trip to DeLorme. a) Using a town map walk through out the community. • Refer to Scott Foresman Text

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MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<i>Continued from previous page.</i> 2. Locate major cities of the world and discuss why they emerged in that region.	1. Locate major cities of Canada and Mexico and compare their geographical features. 2. Generalize that certain geographical features lend themselves well to the growth of communities.	a) Students will locate the three most populous cities in Mexico and Canada, compare their surrounding physical features and draw a conclusion that cities are started close to a transportation source. b) Students will found their own new town. They will choose the best location on a map and write a proposal for incorporation. c) Visit web site www.sfsocialstudies.com to compare communities. d) Make a class map out of play dough, clay, papier-mâché, etc. and label accordingly (i.e. Thirteen Colonies, various Native American settlements). Include mountains, rivers, and other landforms. <ul style="list-style-type: none"> • Refer to Scott Foresman text. • Refer to Map Resources on the Scott Foresman CD-Rom.

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Content Area: Social Studies	Grade: Third Grade	
Unit: North America	Section: Geography	
MLR Span: 3/4	MLR Content Standard: (B) Human Interaction with Environments: Students will understand and analyze the relationships among people and their physical environment.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
<p>Students will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an understanding of why certain areas of the world are more densely populated than others. 	<p>Students will:</p> <ol style="list-style-type: none"> 1. Locate major cities of Canada and Mexico on a map and compare their geographical features. 2. Generalize that certain geographical features lend themselves well to the growth of communities. 3. Identify the factors that contribute to sustaining human life. 	<ol style="list-style-type: none"> a) Students will locate the three most populous cities in Mexico and Canada, compare their surrounding physical features and draw a conclusion that cities are started close to a transportation source. b) Students will found their own new town. They will choose the best location on a map and write a proposal for incorporation. See Scott Foresman text p. 171. c) Students will create travel brochures enticing new settlers to 3 major cities identified above with emphasis on climate, agricultural growth, and other factors conducive to population growth. d) Read <i>Daniel Boone and the Exploration of the Frontier</i> by Richard Kozer. e) To compare three different communities click on Atlas at http://www.sfsocialstudies.com/. <ul style="list-style-type: none"> • Refer to Scott Foresman text.

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Content Area: Social Studies	Grade: Third Grade	
Unit: Political Maps: Town/County/State	Section: Geography	
MLR Span: 3/4	MLR Content Standard: (C) Historical Inquiry: Analysis and Interpretation Students will learn to evaluate resource materials such as: documents, artifacts, maps, artworks, and literature, and to make judgments about the perspectives of the authors and their credibility when interpreting current historical events.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Identify changes currently occurring in their daily lives and compare these to changes in daily life during a specific historic era.	Students will: 1. Compare life in a school setting today with life in a school setting of the past.	a) Visit historical center in your community. b) Celebrate ‘Olden School Days’. c) Field trips: Old Fort Western, Maine State Museum, Norlands, Common Ground Fair. d) Timelines of community history e) Murals depicting a town’s growth through history. f) Construct a time capsule placing artifacts/documents portraying life today. • Refer to Scott Foresman text.

MSAD #54 Social Studies Curriculum

Content Area: Social Studies	Grade: Third Grade	
Unit: Community Life	Section: History	
MLR Span: 3/4	MLR Content Standard: (B) Historical Knowledge, Concepts, and Patterns: Students will develop historical knowledge of major events, people, and enduring themes in the United States, in Maine, and throughout world history.	
MLR Performance Indicators	MSAD #54 Objectives	Instructional Resources/Activities
Students will be able to: 1. Make connections between and among events in their personal lives and those occurring in the community.	Students will: 1. Interpret historic information and its impact on the local community. 2. Identify the cultural makeup and changes in the local community.	a) Web site resource: pbs.org Take a historic field trip through Maine communities, learn about people and events in history. a) Visit a local history house or museum. b) Interview grand parents or the oldest community members and report back to the class changes they have seen in their lifetime. c) me.us/MSAD54Pages/Curriculum%20Resources/Webhunts/Elementary%20Resources • Refer to Scott Foresman text, i.e. 'Then and Now' units.

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