

Wallenpaupack Area School District

Wallenpaupack Area Elementary Schools

Course Title: Social Studies - Grade 3

Length of Course: 180 Days /80 - 120 Minutes Per Week

District Policies:

Academic Integrity:

Academic integrity is essential to the success of an educational community. Students are responsible for learning and upholding professional standards of research, writing, assessment, and ethics in their areas of study. Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, multiple submissions and other forms of dishonest or unethical behavior, is prohibited.

Assessment:

The goal of grading is to report student progress and achievement to the parents to strengthen the home-school connection. The grade should accurately reflect the student's performance in mastering the Common Core Standards and the WASD curriculum.

Attendance:

Regular school attendance is vitally important to academic success. Not only does attendance reinforce and enrich the learning process; it also establishes patterns and attitudes that will carry forward into adult work habits. Regular, consistent attendance is a prerequisite to successful school life. Children should be absent only in cases of illness or emergency.

Special Education:

Our commitment to each student is to ensure a free appropriate public education which begins with the general education setting, with the use of Supplementary Aids and Services. Inclusive education describes the successful education of all students with the appropriate supports and services to participate in and benefit from the general classroom settings and other educational environments.

Course Description:

The third grade social studies program is an overview of communities in relationship to geography, types of communities, historical impact and citizenship.

Course Objectives:

1. Identify and use maps and globes.
2. Become aware of communities in the United States and discover the many communities in which they belong.
3. Learn why the location of a community is so important.
4. Identify similarities and differences between Native American cultures and traditions.
5. Learn challenges the Pilgrims faced as they started their community of Plymouth.
6. Learn the hardships the pioneers faced in settling different areas in our county.
7. Identify the importance of rural communities
8. Understand how cities in our country have developed.
9. Discover why more people live in suburbs than anywhere else.
10. Understand the importance of government.
11. Learn about the creation of our national government.

Student Responsibilities:

Attendance expectations:

Attendance is essential to reaching your full potential in understanding social studies concepts.

Homework expectations:

Assigned homework is expected to be completed to reinforce skills and concepts taught.

Assessment:**Grading Components:**

Quizzes
Tests

***The following pacing guide is a general guideline and the instructional content may vary. The North and South Elementary Schools vary slightly on the months certain topics are covered, but all the content is the same in both buildings.**

Content Pacing Guide:

| Topic | Estimated Time Frame/Month |
|--|---|
| <ul style="list-style-type: none">• Reasons pioneers moved westward• Traveling by wagon train on the Oregon Trail• California Gold Rush• Typical day at school for pioneer children• Need for a transcontinental railroad | September / October |
| <ul style="list-style-type: none">• Describe life at Plimoth Plantation• Learn who the Pilgrims were and why they came to America• Compare life of Pilgrim children to children today• Analyze contributions Native Americans made to Pilgrim's life• Identify sections of the Mayflower | November |
| <ul style="list-style-type: none">• Map and globe skills• Continents and ocean• Landforms and bodies of water | September (South) December (North) |
| <ul style="list-style-type: none">• Native American cultural areas• Ways of life of Native Americans living in the Northwest Coast, Southwest, and Plains• Identify ways Native Americans keep their traditions alive | December (South) January (North) |
| <ul style="list-style-type: none">• Describe living in rural areas• Compare different types of farms in the US• Identify methods of farming• Discuss methods of dairy farming• Describe the importance of fishing• Identify reasons cities started and how they grow and change• Explain the importance of public transportation• Develop an idea of city pride• Compare Mexico City to other large cities• Discuss why suburbs started• Identify the importance of good roads and transportation• Evaluate the mass building and planned communities | January – April (South) February – April (North) |
| <ul style="list-style-type: none">• Identify levels of government• Describe the role of mayor, town council, governor, and state government• Explain a budget• Compare state and national governments• Describe the history of Washington DC• Learn about the White House• Describe the monuments and museums located on The Mall | May / June |

