

Unit 1: Our Communities		Time: August-September
Standards Taught		
<ul style="list-style-type: none"> • 3.C.4.2 Explain why communities have rules and laws • 3.G.1.1 Identify locations in a community by using grid systems 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions
Relevance	Vocabulary	
<i>Children will understand that people establish different types of communities to meet their basic needs. They will also learn there are different types of communities but they all share some characteristics.</i>	<ul style="list-style-type: none"> - Community - Location - Natural resource - Region - Mineral - Culture - Diverse - Rural - Urban - Suburban 	<ul style="list-style-type: none"> - Cardinal direction - Intermediate direction - Symbol - Relative location - Absolute location - Hemisphere
Assessments		
<ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Lesson review worksheets • Scholastic News 		
Essential Questions:		
<ul style="list-style-type: none"> • What makes a good community? • How can you describe a good community? • What are some good qualities of communities you know? • Who are some of the people who help make your community safe? • How is a city different from a small town? • How are communities the same and different? • What are some resources you might find in a community? • What are some ways communities honor different cultures? • How have many communities today changed from the way they were in the past? • How do you use longitude and latitude to locate places on a map? • What are some different types of maps? • What are three types of communities? 		

Unit 2: Our Environment		Time: <i>September</i>
Standards Taught		
<ul style="list-style-type: none"> 3.G.1.2 Locate the seven continents, four oceans, and major physical features and regions of the United States on a map or globe 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> Reading the lessons Answering comprehension questions Participating in class discussions
Relevance	Vocabulary	
<i>Children will understand that maps and globes can be used to locate places, physical features such as landforms and bodies of water, and features made by humans. They will also understand that the environment varies from one place to another and influences how and where people, plants, and animals live.</i>	<ul style="list-style-type: none"> - Continent - Landform - Mine - Adobe - Weather - Climate - Elevation - Vegetation - Ecosystem - Adapt - Modify - Irrigate 	<ul style="list-style-type: none"> - Agricultural region - Industrial region - Renewable resource - Nonrenewable resource - Conserve - Erosion - Recycle
Assessments		
<ul style="list-style-type: none"> Workbook comprehension questions Class discussions Lesson review worksheets Scholastic News 		
Essential Questions:		
<ul style="list-style-type: none"> How do we interact with our planet? What are three different bodies of water? What are the different types of landforms? What is the climate like where you live? What is the difference between tropical climates and arctic climates? What do the words weather and climate mean? What are the four main types of vegetation in the United States? What causes different types of vegetation to grow in different regions? Why do different regions have different ecosystems? How do plants and animals interact with each other? What is a natural resource and why do people need them? How do people use natural resources? Why are industrial regions located near large cities? How do people conserve resources? How do humans modify the environment? Why do people settle communities near natural resources? 		

- *Why were laws made to protect the environment?*

Unit 3: Communities Build a Nation		Time: October-November
Standards Taught		
<ul style="list-style-type: none"> • 3.H.1.1 Demonstrate knowledge of the obstacles and successes of the early settlers and in creating communities • 3.H.1.2 Explain cause and effect relationships that impacted early settlement and development in the United States • 3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities • 3.H.5.1 Compare information provided by different primary and secondary historical sources about the past 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions
Relevance	Vocabulary	
<i>Children will understand that communities change over time and our nation has been shaped by events and actions of the past. The actions of individuals can affect history.</i>	<ul style="list-style-type: none"> - Custom - Longhouse - Confederacy - Cooperate - Reservation - Government - Tradition - Explorer - Route - Tax - Protest - Legislature - Patriot - Independence - Revolution 	<ul style="list-style-type: none"> - Legend - Fort - Colony - Colonize - Mission - Citizen - Expedition - Territory - Drought - Debt - Interpreter - Quaker - Pilgrim - Constitution
		<ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Lesson review worksheets • Scholastic News
Essential Questions:		
<ul style="list-style-type: none"> • How does the history of our country affect how we live today? • How do Native American groups live today that is different from the past? • What are some customs and traditions of Native Americans? • What are some things Americans do today that are the same as people did before the United States was even a country? • What is an explorer? • Why might people have wanted to leave their own countries to explore new lands? • What kind of challenges did early explorers face? 		

- *How do the journeys of past explorers affect us today?*
- *How is your community like communities of the past?*
- *What kinds of things might early settlers bring to a new land and do some of these things still exist today?*
- *What is an expedition?*
- *Why was it important for the Pilgrims and the Native Americans to exchange food, culture, and customs?*
- *What parts of the first Thanksgiving are similar to our celebrations today?*
- *How does the history of the United States affect how you live today?*
- *How did the colonists act that is similar to the way Americans today are free to act?*

Unit 4: U.S. Government		Time: November-December	
Standards Taught			
<ul style="list-style-type: none"> • 3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities • 3.C.2.2 Explain the basic political roles of leaders in the state and nation • 3.C.4.1 Explain the role of government agencies in a community 			
Differentiation/Assessment:	Classroom Management and Environment:		What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>		<ul style="list-style-type: none"> • <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i>
Relevance	Vocabulary		Assessments
<i>Children will understand the three branches of government and that local, state, and national governments make and enforce laws and provide different kinds of services to meet the needs of citizens.</i>	<ul style="list-style-type: none"> - <i>Democracy</i> - <i>Represent</i> - <i>Liberty</i> - <i>Mayor</i> - <i>Council</i> - <i>Governor</i> - <i>Census</i> 	<ul style="list-style-type: none"> - <i>Legislative</i> - <i>Executive</i> - <i>Judicial</i> - <i>Congress</i> - <i>Representative</i> - <i>Bill</i> - <i>Veto</i> - <i>Cabinet</i> 	<ul style="list-style-type: none"> • <i>Workbook comprehension questions</i> • <i>Class discussions</i> • <i>Lesson review worksheets</i> • <i>Scholastic News</i>
Essential Questions:			
<ul style="list-style-type: none"> • <i>What rules do you have in your family and why?</i> • <i>How did early leaders build a strong United States?</i> • <i>Why did the United States decide to create a new government?</i> • <i>What is a democracy and why do you think many people like living in a democracy?</i> • <i>Why do people in schools make and follow rules?</i> • <i>How do traffic laws help people stay safe?</i> • <i>How is democracy different from other forms of government?</i> • <i>What were three main points of the Declaration of Independence?</i> • <i>What were the causes and effects of The American Revolution?</i> • <i>How did the Constitution help the new United States?</i> • <i>Why do you think there are three branches of government?</i> • <i>How does Congress make a new law?</i> • <i>Who are local leaders and how do local leaders help your community?</i> • <i>What communities do local governments serve?</i> • <i>Why do we need the government to provide services?</i> • <i>How do local, state, and national governments work together?</i> • <i>What are the similarities and differences among local, state, and national governments?</i> 			

Unit 5: Citizenship		Time: January
Standards Taught		
<ul style="list-style-type: none"> • 3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson • 3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution • 3.C.3.1 Identify why laws and responsibilities are needed in a community and why there are legal consequences • 3.C.3.2 Identify the structure, roles, and responsibility of local government 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions
Relevance	Vocabulary	
<i>Children will understand that good citizens participate in their communities and work for the common good. Also, civic organizations and individuals in our country and around the world have made contributions to important causes that benefit the common good.</i>	<ul style="list-style-type: none"> - Deed - Amendment - Volunteer - Convention - Suffrage - Civil rights - Segregate - Delegate 	<ul style="list-style-type: none"> - Cause - Union - Motto - Strike - Boycott
		<ul style="list-style-type: none"> • Workbook comprehension questions • Class discussions • Lesson review worksheets • Scholastic News
Essential Questions:		
<ul style="list-style-type: none"> • How can someone be a good citizen? • What can someone do to participate in his or her community? • What do volunteers do? • What does it mean to help other people and how can you help others? • What is an example of a good deed that someone can do? • What are some of the rights of citizens listed in the Constitution and Bill of Rights? • Why is voting such an important right for citizens? • How is a rule different from a law? • What are some effects of not following laws in a community? • What are the steps to resolving a conflict? • What are civil rights and why is it important for all Americans to have them? • How have people gained more rights and freedoms over time? • What do you think happens when people stand up for a cause? • Why is it important for people to stand up for causes they believe in? 		

Unit 6: A Growing Nation		Time: February
Standards Taught		
<ul style="list-style-type: none"> • 3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson • 3.C.1.1 Research and explain the meaning behind South Dakota's symbols • 3.G.2.1 Identify reasons why people move and how it affects their communities 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> • <i>Reading the lessons</i> • <i>Answering comprehension questions</i> • <i>Participating in class discussions</i>
Relevance	Vocabulary	
<i>Children will understand that communities change over time and technological developments affect how people live. Also, individuals can affect communities and some things change over time and some things remain the same.</i>	<ul style="list-style-type: none"> - Canal - Wagon train - Transcontinental - Toll - Immigrant - Frontier - Homestead - Gold rush - Exclusion 	<ul style="list-style-type: none"> - Communicate - Invention - Patent - Telegraph - Technology - Equal rights - Assembly line - Vaccine - Activist
Essential Questions:		
<ul style="list-style-type: none"> • <i>What are some ways that you can help others?</i> • <i>How does helping others change people's lives for the better?</i> • <i>How does life change throughout history?</i> • <i>What is a wagon train?</i> • <i>How did people travel before automobiles and airplanes?</i> • <i>What is one way you travel now and one way settlers traveled long ago?</i> • <i>Why did people travel on rivers?</i> • <i>How did railroads change the way people traveled?</i> • <i>How did people's lives change with improvements in transportation?</i> • <i>What is an immigrant and how did they change the country?</i> • <i>What are some reasons people move?</i> • <i>What is the difference between a city and a frontier region?</i> • <i>What was good about being a homesteader? What was difficult?</i> • <i>How did the gold rush change life in America?</i> • <i>How does communication help us learn?</i> • <i>How do inventions improve communication?</i> • <i>Why do people get patents?</i> 		

- *How have improvements in communication changed people's lives?*
- *What is an activist and what do they fight for?*
- *How did activists change the lives of many Americans?*
- *What are some of the rights that people have fought for?*

Unit 7: Working in Our Communities		Time: March
Standards Taught		
<ul style="list-style-type: none"> • 3.C.4.2 Explain why communities have rules and laws • 3.C.4.3 Identify the rights and responsibilities of citizenship in students' own communities • 3.E.1.1 Explain ways producers use resources to produce goods and services • 3.E.5.1 Use examples to show that people in modern society may not be able to produce everything they want and depend upon trade with others to meet their wants 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> • Reading the lessons • Answering comprehension questions • Participating in class discussions
Relevance	Vocabulary	
<i>Children will understand that people have to make choices about needs and wants because all resources are limited. Also, that people are both producers and consumers of goods and services.</i>	<ul style="list-style-type: none"> - Needs - Wants - Scarcity - Abundance - Opportunity cost - Value - Goods - Service - Producer - Consumer - Human resource - Capital resource - Profit - Interdependence 	<ul style="list-style-type: none"> - Trade - Barter - Supply - Demand - Free market - Import - Export - Credit - Credit card - Savings - Bank - Interest - Deposit - Loan - Budget - Specialization - Division of labor
Essential Questions:		
<ul style="list-style-type: none"> • What are some things you need to live and how do people get the things they need? • What is the difference between something you need and something you want? • How might an item that is abundant become scarce? • How can people get what they need when money is scarce? • Why are most people consumers? • Why is it important for a community to offer both goods and services? • What is the difference between a producer and a consumer? 		

- *What are some different kinds of resources?*
- *What does it mean to barter and when might it be useful?*
- *What is the difference between a trade and a barter?*
- *What is the difference between supply and demand?*
- *What is savings and why do people save money?*
- *Why is it important for people to make personal budgets?*
- *What are the different ways people pay for things?*
- *How does division of labor help people around the world?*
- *How can people get what they need by trading with people from around the world?*
- *How are jobs today different from jobs long ago?*

Unit 8: Celebrating Our Communities		Time: April- May
Standards Taught		
<ul style="list-style-type: none"> 3.H.2.3 Analyze a community's culture and history 		
Differentiation/Assessment:	Classroom Management and Environment:	What will the students be doing?
<i>Students who need extra help will receive guidance from our Title teacher or aides. If appropriate, they will take their tests or complete worksheets in an alternative setting.</i>	<i>Our classroom is set up with each student having their own desk with whole group discussion.</i>	<ul style="list-style-type: none"> <i>Reading the lessons</i> <i>Answering comprehension questions</i> <i>Participating in class discussions</i>
Relevance	Vocabulary	Assessments
<i>Children will understand that culture is the way of life of a group of people and different cultural groups meet their needs in diverse ways.</i>	<ul style="list-style-type: none"> - <i>Cultural region</i> - <i>Recreation</i> - <i>Landmark</i> - <i>Harvest</i> - <i>Diversity</i> - <i>Ancestor</i> 	<ul style="list-style-type: none"> - <i>Arts</i> - <i>Anthem</i> - <i>Oral history</i> - <i>Folk tale</i> - <i>Hero</i> - <i>Symbol</i> - <i>Pow wow</i>
Essential Questions: <ul style="list-style-type: none"> <i>What is culture and how is it shared?</i> <i>What is a cultural region?</i> <i>How did Native American and European groups learn from each other?</i> <i>How are shelters in cold climates different from shelters in warm climates?</i> <i>How does climate affect the foods people eat in different regions?</i> <i>How do the arts reflect people's cultures?</i> <i>What are different types of art that people create?</i> <i>How do people use art to share their cultures?</i> <i>What is a celebration?</i> <i>What are examples of traditions people follow?</i> <i>Why do different cultures have different celebrations?</i> <i>What is diversity and why does it help communities?</i> 		