

Oxford Area School District Social Studies Scope and Sequence – Quarter 1: Civics and Government

Grade 3

Principles and Documents of Government 5.1.3

- Explain the purposes of rules, laws, and consequences.
- Define the principles and ideals shaping local government (Pennsylvania Constitution)
- Identify the rights of an American citizen.
- Identify state symbols, national symbols, and national holidays.

Rights and Responsibilities of Citizenship 5.2.3

- Identify personal rights and responsibilities.
- Identify the sources of conflict and disagreement and different ways conflict can be resolved.
- Identify leadership and public service opportunities in the school, community, state, and nation.

How Government Works 5.3.3

- Identify the three branches of government.
- Identify how laws are made in the state.
- Explain the purpose for elections.
- Explain how an action may be just or unjust.
- Explain individual interests and explain ways to influence others.
- Explain how the media can impact the government.
- Explain the role of taxes in operating government.
- Identify key forms of government practiced in the United States.

How International Relationships Function 5.4.3

- Identify conflicts in the world using a map/globe.
- Describe the role of world leaders.
- Identify the role of the United Nations in the world.
- Describe the different roles of the media.
- Explain compromise as a conflict resolution strategy.

Oxford Area School District Social Studies Scope and Sequence – Quarter 2: Geography

Grade 3

*Basic Geography
Literacy
7.1.3*

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

*Human
Characteristics of
Places and Regions
7.3.3*

- Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities in PA

Oxford Area School District Social Studies Scope and Sequence – Quarter 3: History

Grade 3

Historical Analysis and Skills Development 8.1.3

- Identify the difference between past, present, and future using timelines and/or other geographic representations.
- Identify fact, opinion, multiple points of view, and primary sources as related to historical events.
- Conduct teacher guided inquiry on assigned topics using specified historical sources.

Pennsylvania History 8.2.3

- Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania.
- Identify and locate historical documents, artifacts, and places critical to Pennsylvania history.
- Identify and describe how continuity and change have impacted Pennsylvania history.
- Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania.

United States History 8.3.3

- Demonstrate an understanding of how people in different times and places view the world.

World History 8.4.3

- Identify the elements of culture and ethnicity.

Oxford Area School District Social Studies Scope and Sequence – Quarter 4: Economics

Grade 3

Scarcity and Choice 6.1.3

- Define scarcity and identify examples of resources, wants, and needs.
- Identify needs and wants of people. Identify examples of natural, human, and capital resources.
- Explain what is given up when making a choice.
- Identify reasons why people make a choice.

Markets and Economic Systems 6.2.3

- Identify goods, services, consumers, and producers in the local community.
- Identify competing sellers in the local market.
- Identify types of advertising designed to influence personal choice.
- Demonstrate the importance of money in everyday life.
- Describe the effect of local businesses opening and closing.
- Identify private economic institutions.
- Identify characteristics of the local economy.

Functions of Government 6.3.3

- Identify goods and services provided by the government.
- Identify examples of government involvement in local economic activities.
- Define tax and explain the relationship between taxation and government services.
- Describe how government is important to the economic system.

Economic Interdependence 6.4.3

- Identify local examples of specialization and division of labor.
- Identify examples of trade, imports, and exports in the local community.
- Identify different organizations that are part of the economic systems (banks, small businesses, big corporations).
- Describe how buyers make choices about their wants and needs through purchases.

*Income, Profit,
and Wealth*
6.5.3

- Explain why people work.
- Explain the differences in earnings by those in different jobs.
- Describe how different businesses meet the needs and wants of families.
- Define entrepreneurship.
- Define saving and explain why people save.
- Identify the role of banks in our local community.

| Social Studies Curriculum – Grade 3 Civics and Government | | | |
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| Big Idea – Principles and Documents of Government | | | |
| Essential Question- What are the documents that shape our government? What are the documents that shape Pennsylvania’s government? | | | |
| Concepts | PA Core/Competencies | Resources | Assessments |
| <ul style="list-style-type: none"> • Rule of Law • Documents and Ideals that Shape Pennsylvania and US Government • Individual Rights • Symbols | <ul style="list-style-type: none"> • 5.1.3.A. Explain the purposes of rules, laws, and consequences. • 5.1.3.D. Identify key ideas about government found in significant documents. • 5.1.3.E. Identify the rights of an American citizen. • 5.1.3.F. Identify state symbols, national symbols, and national holidays. | | |
| Vocabulary government, state | | | |

| Social Studies Curriculum – Grade 3 Civics and Government | | | |
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| Big Idea – Rights and Responsibilities of Citizens | | | |
| Essential Question- How can you be a good citizen? How can you be a good citizen of our state? | | | |
| Concepts | PA Core/Competencies | Resources | Assessments |
| <ul style="list-style-type: none"> • Civics Rights and Responsibilities • Conflict and Resolution • Leadership and Public Service | <ul style="list-style-type: none"> • 5.2.3.A. Identify personal rights and responsibilities. • 5.2.3.B. Identify the sources of conflict and disagreement and different ways conflict can be resolved. • 5.2.3.C. Identify leadership and public service opportunities in the school, community, state, and nation. | | |
| Vocabulary personal rights, leadership, public service, state | | | |

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| Social Studies Curriculum – Grade 3 Civics and Government | | | |
| Big Idea – How Government Works | | | |
| Essential Question- How does the government work? How does the Pennsylvania government work? | | | |

| Concepts | PA Core/Competencies | Resources | Assessments |
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| <ul style="list-style-type: none"> • Branches of Government • Structure, Organization, and Operation of Governments • Elements of the Election Process • Conflict and the Court System • Interest Groups • Media Influences • Taxes • States of Government | <ul style="list-style-type: none"> • 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.E. Explain the purpose for elections. • 5.3.3.F. Explain how an action may be just or unjust. • 5.3.3.G. Identify individual interests and explain ways to influence others. • 5.3.3.H. Explain how media can impact government. • 5.3.3.I. Explain the role of taxes in operating government. • Identify key ideals of the form of government practiced in the United States. | | |
| <p>Vocabulary government</p> | | | |

| Civics and Government | | | |
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| Big Idea – How International Relationships Function | | | |
| Essential Question- How do international relationships function? Why are international relationships important? | | | |
| Concepts | PA Core/Competencies | Resources | Assessments |
| <ul style="list-style-type: none"> • Countries and Conflicts • Tools of Foreign Policy • International Organizations • Media and Its Influences • How Foreign Policy is Influenced | <ul style="list-style-type: none"> • 5.4.3.A. Identify conflicts in the world using a map/globe • 5.4.3.B. Describe the roles of world leaders. • 5.4.3.C. Identify the role of the United Nations in the world. • 5.4.3.D. Describe the different roles of the media. • 5.4.3.E. Explain compromise as a conflict resolution strategy. | | |
| Vocabulary international | | | |

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| Social Studies Curriculum – Grade 3 | | | |
| Geography | | | |
| Big Idea – Human Characteristics of Places and Regions | | | |
| Essential Question- How do humans shape places and regions? How do humans shape places and regions of Pennsylvania? | | | |

| Concepts | PA Core/Competencies | Resources | Assessments |
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| <ul style="list-style-type: none"> Human Characteristics | <ul style="list-style-type: none"> 7.3.3.A. Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, political activities | | |
| Vocabulary places, regions | | | |

| Social Studies Curriculum – Grade 3 History | | | |
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| Big Idea – Historical Analysis and Skills Development | | | |
| Essential Question- How can you identify changes over time? How can you identify fact versus opinion, and different points of view? | | | |
| Concepts | PA Core/Competencies | Resources | Assessments |
| <ul style="list-style-type: none"> Continuity and Change over Time Fact/Opinion and Points of View | <ul style="list-style-type: none"> 8.1.3.A. Identify the different between past, present, and future using timelines and/or other graphic representations. 8.1.3.B. Identify fact, opinion, multiple points of view, and primary sources as related to historical | | |

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| <ul style="list-style-type: none"> • Research | <p>events.</p> <ul style="list-style-type: none"> • 8.1.3.C. Conduct teacher guided inquiry on assigned topics using specified historical sources. | | |
| <p>Vocabulary graphic representations, opinion, primary sources, inquiry, historical sources</p> | | | |

| <p>Social Studies Curriculum – Grade 3 History</p> | | | |
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| <p>Big Idea – Pennsylvania History</p> | | | |
| <p>Essential Question- How do individuals and groups shape Pennsylvania? What historical items are important to Pennsylvania, and where can you locate them? How do change and conflict help shape Pennsylvania?</p> | | | |
| <p>Concepts</p> | <p>PA Core/Competencies</p> | <p>Resources</p> | <p>Assessments</p> |
| <ul style="list-style-type: none"> • Contributions from Individuals and Groups (PA) • Historical Documents, Artifacts, and Places (PA) | <ul style="list-style-type: none"> • 8.2.3.A. Identify the social, political, cultural, and economic contributions of individuals and groups from Pennsylvania. • 8.2.3.B. Identify historical documents, artifacts, and places | | |

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| <ul style="list-style-type: none"> • Impact of Continuity and Change on PA History • Conflict and Cooperation (PA) | <p>to Pennsylvania history. Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <ul style="list-style-type: none"> • 8.2.3.C. Identify and describe how continuity and change have impacted Pennsylvania history: beliefs systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations • 8.2.3.D. Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of Pennsylvania: ethnicity and race, working conditions, immigration, military conflict, economic stability | | |
| <p>Vocabulary social, political, economic, documents, artifacts</p> | | | |

| Social Studies Curriculum – Grade 3 History | | | |
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| Big Idea – United States History | | | |
| Essential Question- How do/did other individuals view the world? How do/did others' views impact the United States? | | | |
| Concepts | PA Core/Competencies | Resources | Assessments |
| <ul style="list-style-type: none"> Impact of Continuity and Change on US History | <ul style="list-style-type: none"> 8.3.3.C. Demonstrate an understanding of how people in different times and places view the world. | | |
| Vocabulary | | | |

| Social Studies Curriculum – Grade 3 History | | | |
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| Big Idea – World History | | | |
| Essential Question- What are the elements of your culture and ethnicity? What are the elements of others' culture and ethnicity? | | | |
| Concepts | PA Core/Competencies | Resources | Assessments |
| <ul style="list-style-type: none"> Contributions of Individuals and Groups (World) | <ul style="list-style-type: none"> 8.4.3.A. Identify the elements of culture and ethnicity. | | |
| Vocabulary culture, ethnicity | | | |

| Social Studies Curriculum – Grade 3 | | | |
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| Economics | | | |
| Big Idea – Scarcity and Choice | | | |
| Essential Question- What is the different between wants and needs? Why do people need to make choices? | | | |
| Concepts | PA Core/Competencies | Resources | Assessments |
| <ul style="list-style-type: none"> • Scarcity and Choice • Limited Resources • Opportunity Costs • Incentives and Choice | <ul style="list-style-type: none"> • 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. | | |
| Vocabulary scarcity, resources, wants, human resources, capital resources, choice | | | |

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| Social Studies Curriculum – Grade 3 | | | |
| Economics | | | |
| Big Idea – Markets Economic Systems | | | |

| <p>Essential Question- Why do we need money in our communities? Where does our money go in our communities?</p> | | | |
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| Concepts | PA Core/Competencies | Resources | Assessments |
| <ul style="list-style-type: none"> • Goods and Services • Market Competition • Advertising and Media • Price Determination • Economic Health • Private Economic Institutions • Economic Systems | <ul style="list-style-type: none"> • 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. | | |
| <p>Vocabulary goods, services, consumers, producers, market, choice, private economic institutions</p> | | | |

| Social Studies Curriculum – Grade 3 | | | |
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| History | | | |
| Big Idea – Functions of Government | | | |
| Essential Question- How is the government involved in economics? | | | |
| Concepts | PA Core/Competencies | Resources | Assessments |
| <ul style="list-style-type: none"> • Goods and Services • Government Involvement in the Economy • Taxation • Government’s Role in International Trade | <ul style="list-style-type: none"> • 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. | | |
| Vocabulary goods, services, economic | | | |

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| Social Studies Curriculum – Grade 3 | | | |
| Economics | | | |
| Big Idea – Economic Interdependence | | | |
| Essential Question- Why is economic interdependence important? | | | |

| Concepts | PA Core/Competencies | Resources | Assessments |
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| <ul style="list-style-type: none"> • Specialization • Trade • Multinational and Non-Governmental Organizations • Factors Contributing to Economic Interdependence | <ul style="list-style-type: none"> • 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 cooperations). • 6.4.3.D. Describe how buys make choices about their wants and needs through purchases. | | |
| <p>Vocabulary specialization, division of labor, trade, economic, wants, needs</p> | | | |

| <p>Social Studies Curriculum – Grade 3 Economics</p> | | | |
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| <p>Big Idea – Income, Profit, and Wealth</p> | | | |
| <p>Essential Question- How do you define income, profit, and wealth?</p> | | | |
| Concepts | PA Core/Competencies | Resources | Assessments |

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| <ul style="list-style-type: none"> • Factors Influencing Wages • Labor Productivity • Types of Businesses • Profits and Losses • Distribution of Wealth • Entrepreneurship • Costs and Benefits of Saving • Interest Rates | <ul style="list-style-type: none"> • 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.D. Describe the result of spending savings. • 6.5.3.E. Identify tangible and intangible assets. • 6.5.3.F. Define entrepreneurship. • 6.5.3.G. Define savings and explain why people save. • 6.5.3.H. Identify the role of banks in our local community. | | |
| <p>Vocabulary wants, tangible assets, intangible assets</p> | | | |