

School District of Springfield Township

GRADE LEVEL: THIRD GRADE		
UNIT TITLE: CITIZENSHIP -- CRADLES TO CRAYONS		UNIT LENGTH: ON-GOING
ESSENTIAL QUESTIONS: HOW DO MEMBERS OF A COMMUNITY TAKE RESPONSIBILITY AND CARE FOR ONE ANOTHER?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
The importance of doing service projects to help the community.	Service projects such as Cradles to Crayons are needed to help all members of the community.	<ul style="list-style-type: none"> • Hold a Cradles to Crayons drive • Go to Cradles To Crayons Giving Factory to donate our time to help

KEY Vocabulary: *citizenship, responsibility, service*

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
5.2.3A	Identify examples of the rights and responsibilities of citizenship.
5.2.3B	Identify personal rights and responsibilities.
5.2.3D	Identify the importance of political leadership and public service in the school, community, state and nation.
Assessment of unit: Cradles to Crayons Field Trip	
Resources for unit:	
<ul style="list-style-type: none"> • Cradles to Crayons visitation • <u>On the Time: A Community Adventure</u> by: Judith Caseley • <u>Everyone Makes a Difference:</u> by Cindy Leaney • <u>Mapping Your Community:</u> By Marta Segal Block 	

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Lessons - Citizenship: Cradles to Crayons

Course Name: Social Studies

Grade Level: 3

Unit Title: Citizenship

Unit Length: Year

Unit Essential Questions:

What makes a good citizen?

How do members of a community take responsibility and care for one another?

Lesson Title: What are the qualities of a good citizen?

Lesson Key Vocabulary: *citizenship, responsibility, service*

Know: The importance of being a good citizen in their school, home and community

Understand: The qualities that a good citizen should possess

Do: Create a class book "What is a Good Citizen?". Each page (picture/writing) will be an example of people demonstrating good citizenship.

Learning Activities:

- Brainstorm what it means to be a citizen
- View and discuss meaning and examples of good citizens
- List examples of good citizens in your community

Resources: "What is a good citizen?" (PPT)

Lesson Title: Everyone Makes a Difference

Lesson Key Vocabulary: *citizenship, responsibility, service*

Know: Every citizen should make a difference in their community

Understand: How can each citizen contribute in a positive way to my community

Do: Reflection Journal: How can I make a difference in my community? (Develop a plan)

Learning Activities:

- Think/Pair/Share: How can I make a difference?
- Read *Everyone Makes a Difference*
- Create an ongoing class list of how each person can make a difference in their community
- Write in the reflection journal: How can I make a difference in my school community? (make a plan)

Resources: *Everyone Makes a Difference*, by Cindy Leaney

Lesson Title: Being a Good Citizen

Lesson Key Vocabulary: *citizenship, responsibility, service*

Know: Importance of doing service projects to help the community

Understand:

- Service projects such as Cradles to Crayons are needed to help all members of the community
- How advertising affects supply and demand

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- How to gear advertisements toward a target audience

Do:

- Plan the advertisement for the Cradles to Crayons drive
- Have a Cradles to Crayons drive or go to Cradles to Crayons Giving Factory to donate our time

Learning Activities:

- Create a plan for a service project (target audience/needs/goal/what will be collected/storage)
- Create the advertisements and storage containers for the collection drive

Formative Assessment: Reflection journal about the successfulness of the service project

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GRADE LEVEL: THIRD GRADE		
UNIT TITLE: PEOPLE, PLACES AND ENVIRONMENT -- BIOGRAPHIES		UNIT LENGTH: 18 DAYS
ESSENTIAL QUESTIONS: HOW DID AMERICANS CONTRIBUTE TO THE DEVELOPMENT OF OUR COUNTRY?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
How these people contributed to the development of our country	That there are many people who have contributed to making our country special.	<ul style="list-style-type: none"> • Read one of the biographies • Create a class poster of the men and women being studied • List qualities important about him / her • Write a reflection about the person being studied.

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
8.1.3.C.	Conduct teacher guided inquiry on assigned topics using specified historical sources .
8.3.3.A.	Identify and describe the social, political , cultural, and economic contributions of individuals and groups in United States history.
8.3.3.D.	Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US. <ul style="list-style-type: none"> • Ethnicity and race • Working conditions • Immigration • Military conflict • Economic stability
Assessment of unit: Biography Jeopardy	

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Resources for unit:

Walt Disney by: June Preszler

Who Was Steve Jobs? by Pam Pollack & Meg Belviso

A Picture Book of Lewis and Clark by David A. Adler

A Picture Book of Sacagawea by David A. Adler

A Picture Book of John F. Kennedy by David A. Adler

A Picture Book of Thurgood Marshall by David A. Adler

Chris van Allsburg by Jill C. Wheeler

Harvesting Hope, The Story of Cesar Chavez by Kathleen Krull

George Washington Carver by Lynea Bowdish & Nanci R. Vargus

Dr. Seuss (First Biography Series) by Cheryl Carlson

Skit-Scat Raggedy Cat: Ella Fitzgerald by Sean Qualls

Clara Barton: Angel of the Battlefield by Time For Kids Editors, Anna Prokos

Jane Addams by Lucia Raatma

A Picture Book of Jackie Robinson by David A. Adler

A Picture Book of Amelia Earhart by David A. Adler

Henry Ford: Putting the World on Wheels by Time For Kids Editors, With Dina El Nabli

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Lessons - Biographies

Course Name: Social Studies

Grade Level: 3

Unit Title: People, Places and Environment

Unit Length: Year

Unit Essential Question: How did Americans contribute to the development of our country?

Lesson Title: Famous Americans

Know: How individuals contributed to the development of our country

Understand: That there are many people who have contributed to making our country special.

Do: Explain how these men and women contributed to our country.

Learning Activities:

- Read one of the biographies
- Create a class poster of the men and women being studied. Have the children write things that are important about him / her on the poster
- Write a reflection about the person being studied

Formative Assessment: As a culminating activity, students will compete against another class in a *Jeopardy* game. The *Jeopardy* game will test their knowledge of the biographies we studied throughout the year.

Resources: *Walt Disney* by June Preszler

Who Was Steve Jobs? by Pam Pollack & Meg Belviso

A Picture Book of Lewis and Clark by David A. Adler

A Picture Book of Sacagawea by David A. Adler

A Picture Book of John F. Kennedy by David A. Adler

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Notes: We will be studying two people a month. Each person was chosen for his/her contribution to American culture. Below are a list of the people and months we will study them:

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September

- Walt Disney (entrepreneur) -- economics
- Steve Jobs (entrepreneur) -- economics

October

- Lewis and Clark (explorers) -- geography
- Sacajawea (explorers) -- geography

November

- John F. Kennedy (president) -- government
- Thurgood Marshall (supreme court) -- government

December

- Chris Van Allsburg (author) -- Fantasy author study

January

- Faith Ringgold (artist)
- Andy Warhol (artist) or Georgia O'Keefe (artist)

February

- Cesar Chavez (civil rights activist)
- George Washington Carver (botanist / inventor)

March

- Theodor Seuss Geisel (author) -- Dr. Seuss' Birthday
- Ella Fitzgerald (musician) -- Women's History

April

- Clara Barton (Red Cross) -- citizenship
- Jane Addams (Hull House) -- citizenship

May

- Jackie Robinson (baseball)
- Amelia Earhart (adventurist)

June

- Henry Ford (inventor)

Website Resources:

George Washington Carver <http://www.innovativeclassroom.com/Downloads/ThematicUnits/Peanuts.pdf>

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GRADE LEVEL: THIRD GRADE		
UNIT TITLE: CLASSROOM ECONOMY	UNIT LENGTH: FULL YEAR	
ESSENTIAL QUESTION: HOW IS MONEY USED IN SOCIETY?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
How to make budget	The vocabulary for economics	
Start a savings account	Differences between budgets and savings accounts	<ul style="list-style-type: none"> • Create budgets and savings accounts within the classroom economy • Have a bank come in for a presentation about savings accounts and budgets
What is a good? Service?	Differences between goods and services	Create an economy board game using the terms of an economic system (i.e., goods and services)
Differences between supply and demand	How the demand of a product affects the supply	
That businesses advertize and why	<ul style="list-style-type: none"> • How advertisement affects supply and demand • Competition of businesses • Gearing advertisements to target audience 	Create an ad for their classroom business / businesses in the community
The history of money	How money has changed throughout history	
How to start a classroom business		Open a shop within the classroom

KEY Vocabulary: *goods and services, budgeting, savings accounts, History of money, advertising, classroom business, supply and demand, profit, and trade*

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WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

6.1.3B	Describe alternative methods of allocating goods and services and the advantages and disadvantages of each
6.1.3C	Identify local economic activities <ul style="list-style-type: none"> • Employment • Output
6.1.3D	Identify examples of local businesses opening, closing, expanding or contracting
6.2.3A	Define and identify goods, services, consumers and producers
6.2.3B	Identify ways local businesses compete to get consumers
6.2.3E	Identify who supplies a product and who demands a product
6.2.3K	Identify forms of advertising designed to influence personal choice
6.4.3B	Explain why people trade
6.4.3C	Explain why goods, services and resources come from all over the nation and the world
6.5.3A	Explain why people work to get goods and services
6.5.3B	Identify difference occupations
6.5.3C	Describe businesses that provide goods and businesses that provide services
6.5.3G	Define saving and explain why people save
6.5.3H	Explain how banks bring savers and borrowers together

Assessment of unit: observations and quick checks of statements to see if they understand the vocabulary taught

Resources for unit:

Computer Programs:

- **History of Money:** <http://www.wdft.org/yymm/kids/history/default.asp>
- **Goods and Services:** www.brainpopjr.com
- **Goods and Services:** <http://exchange.smarttech.com/details.html?id=d9d709a5-eb5d-4e72-b54f-0c107987d978>
- **Needs and Wants:** www.brainpopjr.com
- **Profit:** <http://exchange.smarttech.com/details.html?id=bcd5bf9c-c388-435d-9fc2-46d57f31edaf>
- **Business – Lemonade Stand Game:** http://www.classbrain.com/cb_games/cb_gms_bag/lemonade.html

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- **US Mint:** <http://www.usmint.gov/kids/games/>
- **Think Quest:** <http://library.thinkquest.org/3901/>
- **United Streaming Videos:** history of money; supply and demand

Books:

- Story of Money: Betsey Maestro
- What Do We Buy: Robin Nelson
- What Are Goods and Services: Carolyn Andrews
- Lemons and Lemonade: Nancy Loewen
- What Is Supply and Demand?: Paul Challen
- Follow the Money!: Loreen Leedy
- Spending and Saving: Mary Hill
- The Kids Money Book: Jamie Kyle McGillian
- Money Madness: David A. Adler
- Financial Peace Jr: Dave Ramsey
- Mr. Sam: Karen Blumenthal
- Earning Money (Let's See, Economics): Natalie M. Rosinsky
- Economics: Laura Anne Gilman
- Saving Money (Let's See Economics): Natalie M. Rosinsky

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Lessons - Economics

Course Name: Social Studies

Grade Level: 3

Unit Title: Economics

Unit Length: Year

Unit Essential Question: How is money used in society?

Lesson Title: Introduction to Classroom Economy

Lesson Key Vocabulary: *economics, work, save, spend, buy*

Know: Economics and how an economic system will work in our classroom

Understand: Elements of the classroom economics system

Learning Activity: Background knowledge of the classroom economy

Lesson Title: Work

Lesson Key Vocabulary: *work*

Know: What a classroom job is

Understand: Evaluate the importance of classroom jobs and daily responsibilities

Do: Write a job description and assign a salary for the classroom jobs

Learning Activities:

- Brainstorm a list of classroom jobs for their economy
- Evaluate their importance in our classroom society
- Rank the jobs based on importance and assign a dollar amount
- Write job descriptions about what the job entails

Lesson Title: Applying for a Job

Lesson Key Vocabulary: *job application; skills; references; interview*

Know: What is involved in applying for a job

Understand: How to fill out a job application and interview for a job

Do: Fill out a job application and go on an interview

Learning Activities:

- Explain the process of applying for jobs
- Review the application and emphasize the importance of choosing a job on the basis of skill and interest
- Complete the application complete with references
- Review the interview process
- Hold mock interviews with a partner in the classroom
- Interview with the teacher

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Lesson Title: History of Money

Know: The history of money

Understand: How money has changed throughout history

Do: Create a sequence flow chart based on the story

Learning Activities:

- Read the story, *Story of Money*, by Betsey Maestro
- Sequence flow chart of the history of money
- History of Money website

Resources: *Story of Money*, by Betsey Maestro

<http://www.wdft.org/ymm/kids/history/default.asp>

<http://www.usmint.gov/kids/games/>_____

Notes: There are also games that the students can play during centers on the US Mint website (<http://www.usmint.gov/kids/games/>)

Lesson Title: Needs and Wants

Lesson Key Vocabulary: needs, wants

Know: What are needs? What are wants?

Understand: The differences between needs and wants

Do: Making a list of “big ticket” wants for our classroom economy

Learning Activities:

- BrainPopJr -- Needs and Wants
- Smart Exchange -- Needs and Wants
- Discuss things we need in our classroom economy versus things we want
- Create a list of “Big Ticket” wants to save for

Formative Assessment: What is a need? What is a want?

Resources: 1. www.brainpopjr.com

2. <http://exchange.smarttech.com/details.html?id=0b695b29-60e3-49d6-a927-7525ac4e0a5c>

Lesson Title: Goods and Services

Lesson Key Vocabulary: *goods, services*

Know: What are goods? Services?

Understand: The differences between goods and services

Do: Create an economy board game using the terms of an economics system (i.e., goods and services)

Learning Activities:

- BrainPopJr -- Goods and Services
- Read the story, *What are Goods and Services?*, by Carolyn Andrews and/or *What Do We Buy?*, by Robin Nelson
- Smart Exchange -- Goods and Services
- Create a list of goods and services that we can have in our classroom economy

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- Create a board game
- Introduce classroom shops

Resources: www.brainpopjr.com

<http://exchange.smarttech.com/details.html?id=d9d709a5-eb5d-4e72-b54f-0c107987d978>

What are Goods and Services?, by Carolyn Andrews

What Do We Buy?, by Robin Nelson

Lesson Title: Budgeting and Savings

Lesson Key Vocabulary: *budgeting, savings account*

Know: How to make a budget and start a savings account

Understand: differences between budgets and savings accounts

Do: The children will use their own check register and savings book

Learning Activities:

- Read *Follow the Money!*, by Loreen Leedy
- Create Sequence Flow Chart of book
- Read *Spending and Saving*, by Mary Hill
- Create a T-Chart of the differences between spending and saving
- Introduce check register and savings book
- Savings account and budgets presentation by local bank

Resources: *Follow the Money!*, by Loreen Leedy

Spending and Saving, by Mary Hill

Lesson Title: Starting a Classroom Business

Lesson Key Vocabulary: *business proposal; good; services; advertising*

Know: How to start a classroom business

Understand: Advertisements target audiences and business competition

Do: Open a shop within the classroom and create advertisements to promote the shop

Learning Activities:

- Read *Lemons and Lemonade*, by Nancy Loewen
- Introduce business proposals and what it entails
- Homework Activity: Watch television for a half-hour and track the number of commercials
- Complete the survey for discussion in class the next day
- Discuss advertising
- Review magazine ads
- Discuss how the advertisements influence you to purchase their products.
- Create advertisements for their classroom business or a business in the community

Formative Assessment: advertisement for business

Resources: *Lemons and Lemonade*, by Nancy Loewen

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Notes: Children can play the Lemonade Stand Game during centers

(http://www.classbrain.com/cb_games/cb_gms_bag/lemonade.html)

Lesson Title: Supply and Demand

Lesson Key Vocabulary: *supply and demand*

Know: Differences between supply and demand

Understand: How the demand of a product affects the supply

Learning Activities:

- United Streaming Video: Supply and Demand
- Read *What is Supply and Demand?* by Gare Thompson

Resources: *What is Supply and Demand?* by Gare Thompson
United Streaming

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GRADE LEVEL: THIRD GRADE

UNIT TITLE: GEOGRAPHY: THE GREAT MAIL RACE

UNIT LENGTH: 4 WEEKS

ESSENTIAL QUESTIONS: HOW IS SPRINGFIELD TOWNSHIP SIMILAR AND DIFFERENT TO OTHER COMMUNITIES THROUGHOUT THE UNITED STATES?

BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO

KNOW:	UNDERSTAND:	DO:
Parts of the map	The different regions of the map of the United States.	
Springfield Township	<ul style="list-style-type: none"> • There are 4 sections in the township, and the major landforms within the township • The history of Springfield Township • The economy of the township • The government of Springfield Township 	<ul style="list-style-type: none"> • Springfield Township Job Fair Day – community members come to share how their business affects the community • Create advertisements for the business in the community
Different states within each region of the United States.	<ul style="list-style-type: none"> • Larger areas are broken into smaller areas. • Each state is broken into communities similar to Springfield Township • There are similarities and differences between the states. 	<ul style="list-style-type: none"> • Great American Mail Race • Research different states split within the regions • Compare and contrast each state / community to Pennsylvania / Springfield Township

KEY Vocabulary: *continents, maps, directions, globe, hemispheres, compass coordinates, equator, prime meridian, climate, regions*

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WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

7.1.3A	Identify geographic tools and their uses.
7.1.3B	Identify and locate places and regions.
7.2.3A	Identify the physical characteristics of places and regions.
7.3.3A	Identify the human characteristics of places and regions by their population characteristics.
7.3.3B	Identify the human characteristics of places and regions by their cultural characteristics.
7.3.3D	Identify the human characteristics of places and regions by their economic activities.

Assessment of unit: Map Skills assessment

Research Project

Glogster of State researched

Resources for unit:

- Maps and Globes
- Glogster
- Culture Grams website
- Skype
- The Little Man in the Map: with Clues to Remember all 50 States by: E. Andrew Marotoni
- If America Were A Village: By Shelagh Armstrong
- The Everything Kids Geography Book: by Jane P Gardner

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School District of Springfield Township Lessons - Geography: The Great Mail Race

Course Name: Social Studies

Grade Level: 3

Unit Title: Geography

Unit Length: 13 Days of Instruction (State study is ongoing).

Unit Essential Question: How is Springfield Township similar and different to other communities throughout the United States?

Lesson 1 - Title: Introduction to Map Reading: The Compass Rose

Lesson Key Vocabulary: *maps, globes, compass rose, directions*

Know: The four cardinal and four intermediate directions

Understand: Maps always include a compass rose so that the reader knows the directions on a map.

Do: Draw and label both the basic and complex compass rose

Learning Activities:

- Students will use their bodies to demonstrate that north is up, south is down, west is left, and east is right.
- They will extend this knowledge to include the intermediate directions and apply this knowledge to map reading.

Formative Assessment: Students will accurately draw and/or label the complex compass rose, and spell and abbreviate the eight directions correctly. Students will also identify items on a map based on their directional placement.

Resources: *Map Skills For Today*, Weekly Reader Publishing, pgs. 4 & 8; maps and globes

Lesson 2 - Title: The World

Lesson Key Vocabulary: *continents, oceans, hemispheres, equator, prime meridian*

Know:

- The seven continents and four oceans
- The United States is a country in North America

Understand:

- The Earth is made up of large land areas and bodies of water.
- The Earth is organized by hemispheres and imaginary lines of longitude and latitude.

Do: Name and color the continents and oceans on a map and trace the equator and prime meridian.

Learning Activity: Look at a map and identify the continents, oceans, equator and the prime meridian.

Formative Assessment: Students will name the continents and oceans and locate them on maps and globes. Students will also identify the equator and prime meridian on maps and globes.

Resources: maps and globes

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Lesson 3 - Title: Introduction to the United States: The Five Regions

Lesson Key Vocabulary: *region, map key*

Know: The five geographic regions of the United States and their locations on a map

Understand:

- Large areas can be broken down into smaller areas
- Maps use symbols to show places and things on Earth
- A map key tells what each symbol stands for

Do: Identify the five regions of the US, color them, and create a map key

Learning Activity: Use a blank map of the US and observe that the five regions are named for their directional placement

Formative Assessment: Same as the “Do” above

Resources: *Map Skills for Today*, Weekly Reader Publishing, pgs. 22-23; maps and globes

Lesson 4 - Title: The United States of America

Lesson Key Vocabulary: *regions, landforms, climate*

Know: The names and locations of the states within each region

Understand:

- Larger areas can be broken into smaller areas based on similar characteristics.
- Each state is made up of smaller communities similar to Springfield.
- There are similarities and differences between the states.

Do:

- Identify the states in each region (eventually the entire United States).
- Compare and contrast Springfield Twp./Pennsylvania to other cities/states in the union.
- Mail a letter as a part of the Great American Mail Race

Learning Activities:

- Learn the basic landforms of a region as each one is introduced.
- Participate in the Great American Mail Race by researching different states.
- Complete a Glogster of the state they researched

Formative Assessment: Given a blank map, students will identify the states in a particular region.

Students will write the postal code abbreviations for the states in each highlighted region.(This activity is repeated for at least two weeks before a summative assessment is given.)

Resources: *Social Studies: Regions*, Scotts Foresman; maps and globes; Glogster; Culture Grams website; *The Little Man in the Map: With Clues to Remember all 50 States*, by E. Andrew Marotoni

Notes: *The Everything Kids Geography Book*, by Jane P. Gardner can be used for additional lessons.

Lesson 5 - Title: Springfield Township

Lesson Key Vocabulary: *community, elect, government, constable, commissioner, treasurer*

Know: Four sections that make up Springfield Township: Erdenheim, Flourtown, Oreland, and Wyndmoor

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Understand: Large areas can be broken into smaller areas to make the economy and government easier to manage.

Do:

- Locate the four sections of Springfield Twp. on a map
- Describe the aspects of a community.

Learning Activity: Students will read about communities and discuss what comprises them (people, schools, businesses, houses of worship, recreation, elected officials)

Formative Assessment: Teacher-created worksheets

Resources: "Communities" handout; www.springfield-democrats.org; *If America Were a Village*, by Shelagh Armstrong; *Mapping Your Community*, by Marta Segal Block

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GRADE LEVEL: THIRD GRADE		
UNIT TITLE: SOUTH AMERICA	UNIT LENGTH: SIX WEEKS	
ESSENTIAL QUESTION: What is the physical and human geography of South America and how do they interact?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
Location of South America and its countries on a map	<ul style="list-style-type: none"> • South America is continent and it is made up of 15 countries • The countries have similarities and differences in culture, language, music and landforms 	<ul style="list-style-type: none"> • Locate South America on map • Discuss its proximity to the United States • Create a KWL about South America
The countries located in South America	<ul style="list-style-type: none"> • Each country in South America has its own unique language, geography, culture and customs 	<ul style="list-style-type: none"> • Make a list of attributes we would like to learn about each country
How murals have influenced different cultures	<ul style="list-style-type: none"> • Murals and their symbolism are important in the Americas 	<ul style="list-style-type: none"> • Reflect on different murals in South America • Compare murals in Latin America with those around Philadelphia • Create a mural to reflect our classroom community
Samba, salsa, tango, and cha cha cha are popular Latin dances	<ul style="list-style-type: none"> • Many types of music and dance forms make up Latin culture. 	<ul style="list-style-type: none"> • Identify the different types of dances that they see on video
The rainforest is made up of four layers.	<ul style="list-style-type: none"> • The rainforest is an important part of our world. 	<ul style="list-style-type: none"> • Identify the four layers of the rainforest • Identify indigenous plants and animals • Identify major products that are grown in the Amazon rainforest

KEY Vocabulary: *hemisphere, equator, Northern and Southern Hemispheres, continent, murals; symbols; Samba, salsa, tango, and cha cha cha; rainforest, forest floor, understory, canopy, emergent layer*

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WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?

7.1.3B	Identify and locate places and regions.
7.2.3A	Identify the physical characteristics of places and regions.
7.3.3B	Identify the human characteristics of places and regions by their cultural characteristics.

Assessment of unit: activities; discussions; reflection journals

Resources for unit:

- *The Great Kapok Tree*, by Lynne Cherry.
- National Geographic for Kids: <http://kids.nationalgeographic.com/kids/places/find/>
- Geography of South America : United Streaming
- Map of South America: http://www.eduplace.com/ss/maps/pdf/s_america.pdf
- http://www.sheppardsoftware.com/South_and_Central_American_Geography.htm
- *Si Se Puede* <http://www.precitaeyes.org/puede.html>
- Lascaux's cave art <http://www.culture.fr/culture/arcnat/lascaux/en/>
- Mayan murals at Bonampak <http://www.halfmoon.org/bonampak.html>
- http://fitforafeast.com/dance_cultural_south_america_venezuela_joropo.htm
- *Rainforest*: <http://www.pbs.org/journeyintoamazonia/teacher.html>
- http://en.wikipedia.org/wiki/Languages_of_South_America
- <http://southamericanfood.about.com/od/exploresouthamericanfood/a/history.htm>

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School District of Springfield Township Lessons - South America

Course Name: Social Studies

Grade Level: 3

Unit Title: South America

Unit Length: 6 weeks

Unit Essential Question: What is the physical and human geography of South America and how do they interact?

Lesson 1 - Title: Introduction of South America on a Map

Lesson Key Vocabulary: *hemisphere, equator, Northern and Southern Hemispheres, continent*

Know: The location of South America and its countries on a map

Understand:

- South America is a continent and it is made up of 15 countries.
- The countries have similarities and differences in culture, language, music, and landforms.

Do:

- Locate South America on map
- Discuss its proximity to the United States
- Create a KWL about South America

Learning Activity: Given a map, students will label South America and its 15 countries

Formative Assessment: Students will be given a blank map and they will label the continent and its countries.

Resources: *National Geographic for Kids:* <http://kids.nationalgeographic.com/kids/places/find/>

Geography of South America: United Streaming

Map of South America: http://www.eduplace.com/ss/maps/pdf/s_america.pdf

Lesson 2 - Title: The Countries of South America

Know: The countries located in South America

Understand:

- Each country in South America has its own unique language, geography, culture and customs

Do:

- Make a list of attributes we would like to learn about each country

Learning Activities:

- Develop a list of common topics to learn about the countries in South America (Think-Pair-Share)
- Discuss with the students the kinds of information we would like to learn about the countries in South America.
- Identify the research topics (language, geography, people, population, food, school, life as a child, money, and economy.)
- After being assigned a country, students will use Culturegrams to research their country.

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- Complete a graphic organizer about the country.
- Use the researched information to teach the others about the country. Students will take notes about the similarities and differences between the countries.

Formative Assessment: Choose 2 countries and create Venn diagram comparing the countries

Resources: Geography Game:

http://www.sheppardsoftware.com/South_and_Central_American_Geography.htm

Lesson 3 - Title: The Art of Latin America

Lesson Key Vocabulary: *murals, symbols*

Know: How murals have influenced difference cultures.

Understand: The importance of murals and their symbolism in the Americas.

Do:

- Reflect on different murals in South America
- Compare murals in Latin America with those around Philadelphia
- Create a mural in their classroom to reflect our community

Learning Activity:

- 1 Introduce students to this lesson by showing them images of murals. After viewing a number of examples, ask students to describe what they see, what they already know about these murals and what they would like to know.
- 2 Study or review visual symbolism. "What are symbols? Why do people use symbols? Can you come up with examples? How would you design a personal symbol to represent you, your family, or your community? How and why do artists use symbols?" Choose your own examples to analyze as a class or use Si Se Puede (<http://www.precitaeyes.org/puede.html>), a mural of Cesar Chavez on a Mission district school which includes images of grapes, clasped hands, sign language, and sun shining from behind his head.
- 3 Introduce students to the long history of mural art with Lascaux's cave art (<http://www.culture.fr/culture/arcnat/lascaux/en/>) and the Mayan murals at Bonampak (<http://www.halfmoon.org/bonampak.html>). Introduce Diego Rivera.
- 4 Choose a number of murals for students to explore on their own. If possible, include local murals students see at school or in their communities. You may wish to have students take a "virtual tour" of murals in Philadelphia. Have students choose, sketch, and then interpret three different symbols in writing.
- 5 Plan a temporary classroom mural to reflect local history, culture, and events.

Resources: Si Se Puede <http://www.precitaeyes.org/puede.html>

Lascaux's cave art <http://www.culture.fr/culture/arcnat/lascaux/en/>

Mayan murals at Bonampak <http://www.halfmoon.org/bonampak.html>

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Lesson 4 - Title: The Music of Latin America

Lesson Key Vocabulary: *Samba, salsa, tango, and cha cha cha*

Know: Samba, salsa, tango, and cha cha cha are popular Latin dances

Understand: Many types of music and dance forms make up Latin culture.

Do: Identify different types of dances on a video

Learning Activities:

- Watch videos of different Latin dances and discuss their distinguishing characteristics
- Mimic dance moves to the best of their abilities

Resources: <http://fitforafeast.com/dance-cultural-south-america-venezuela-joropo.htm>

Lesson 5 - Title: Amazon Rainforest: Plants and Animals

Lesson Key Vocabulary: *rainforest, forest floor, understory, canopy, and emergent layer*

Know: The rainforest is made up of four layers.

Understand: The rainforest is an important part of our world.

Do:

- Identify the four layers of the rainforest
- Identify indigenous plants and animals
- Identify major products that are grown in the Amazon rainforest

Learning Activities:

- Read *The Great Kapok Tree*, by Lynne Cherry
- Create a rainforest flip book that illustrates the plants and animals that inhabit each layer
- Choose an animal indigenous to the rainforest to research and write an informational (accordion) paragraph about it
- Identify products that come from the rainforest (such as cinnamon, certain nuts, rubber, gum (from the sapodilla tree), balsa, and vanilla beans)
- Create a class vine on which will hang flowers and plants indigenous to the rainforest and an identification of the rainforest layers

Formative Assessment: Teacher-created materials and the informational paragraph.

Resources: *Rainforest:* <http://www.pbs.org/journeyintoamazonia/teacher.html>

Note: We will introduce languages of South America as we go through the study of the countries. We will also introduce key foods of South America (such as papayas, pineapples, corn, etc.) while we are doing our Structures of Life unit.

Resources: http://en.wikipedia.org/wiki/Languages_of_South_America

<http://southamericanfood.about.com/od/exploresouthamericanfood/a/history.htm>

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GRADE LEVEL: THIRD GRADE		
UNIT TITLE: CURRENT EVENTS	UNIT LENGTH: ON-GOING	
ESSENTIAL QUESTION: WHAT IS GOING ON IN THE WORLD TODAY?		
BY THE END OF THIS UNIT, STUDENTS WILL BE ABLE TO		
KNOW:	UNDERSTAND:	DO:
Events of the world are constantly changing	Events of the world today become tomorrow's history	Read the <i>Time For Kids</i> Magazine and complete various activities
		Make connections with other topics of study

WHICH STANDARDS ARE STUDENTS LEARNING IN THIS UNIT?	
8.1.3A	Identify the difference between past, present and future using timelines and/or other graphic representations .
8.1.3B	Identify fact, opinion , multiple points of view, and primary sources as related to historical events.

Assessment of unit: activities; discussions; reflection journals

Resources for unit:

- *Time For Kids* magazine
- www.tfk.com

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Lessons - Current Events

Course Name: Social Studies

Grade Level: 3

Unit Title: Current Events

Unit Length: Year

Unit Essential Question: What is going on in the world today? Why is it important to know what is going on in the world?

Lesson Title: Current Events (*Time for Kids*)

Know: Students should know that the world is constantly changing and these events affect the world around us.

Understand:

- The events of the today's world will become tomorrow's history
- The reasons why it's important to be aware of current events

Do:

- Read *Time for Kids* magazine
- Connect the events of current stories to their lives, their community and the surrounding world

Learning Activities:

- Use the *Time for Kids* magazine and www.tfk.com to read current stories
- Discuss the story and how this event affects their world

Formative Assessment: Complete a comprehension activity or a reflection journal about the current story

Resources: *Time for Kids* magazine

www.tfk.com