

PRIMARY SOCIAL STUDIES- 12210113

PREREQUISITES

There are no prerequisite courses for Primary Social Studies.

OVERVIEW

The Primary Social Studies Program includes connections to literature; active, hands-on work with concrete materials and appropriate technologies. Although the Social Studies Program for Primary is divided into five areas, each area is designed to interact with the others in an integrated fashion. Because of this integration, students are able to develop broad conceptual understandings in social studies. This style of learning reflects the developmental nature of children.

The primary purpose of social studies is to help students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of social studies content. They also must be able to apply the content perspectives of several academic fields of the social studies to personal and public experiences. By stressing the importance of both content knowledge and its application, the social studies curriculum in Kentucky provides a framework that prepares students to become productive citizens.

The social studies content standards at the Primary level directly align with Kentucky's **Academic Expectations**. Five “Big Ideas” organize the discipline of social studies and the Kentucky Standards for Social Studies. The five Big Ideas in social studies are Government and Civics, Cultures and Societies, Economics, Geography, and Historical Perspective. The Big Ideas are conceptual organizers that are the same at each grade level. This consistency ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

The social studies program includes strong literacy connections; active, hands-on work with concrete materials; and appropriate technologies. The social studies curriculum includes and depends on a number of different types of materials such as textbooks, non-fiction texts, biographies, autobiographies, journals, maps, newspapers, photographs, and primary documents. Higher-order thinking skills, such as compare, explain, analyze, predict, construct, and interpret, are all heavily dependent on a variety of literacy skills and processes. For example, in social studies students must be able to understand specialized vocabulary; identify and comprehend key pieces of information within texts; determine what fact is and what opinion is; relate information across texts, connect new information to prior knowledge; and synthesize the information to make meaning.

HOW TO USE THE CURRICULUM MAP

Social Studies Curriculum Maps are guides to social studies instruction. The Social Studies Curriculum Maps assist teachers in planning and pacing instruction. Specific dates or weeks that may be included in this document are for reference. Each school and teacher must take into account the make-up of their students, focusing on the needs and strengths of each child when pacing and planning instruction.

We hope you find this map helpful as you focus your planning on student learning this year. The curriculum for the year has been divided into **units of study** to help pace instruction and effectively cover the **topics** included. This helps students to have consistent coverage of the social studies content.

The map format includes the **unit duration** (the suggested amount of instructional time to spend on each unit, based on 50-minute class periods), and **topics** (sub-regions that focus on a particular big idea, i.e., culture, economics, government, geography) to include while teaching the unit. The suggested **Suggested Duration** (the suggested amount of time to spend on each topic) takes into account days for assessment, topic extensions and changes in the school calendar. Lessons and activities suggested on the map are to focus on student mastery, and align instruction to the state standards. The maps do not accommodate scheduling for special events (Junior Achievement, or K-Prep review).

The **Essential Questions** for each topic guide the inquiry that supports each topic. Each topic of study includes the following:

- **Content Standards** are the Core Content for Assessment from the *Kentucky Core Academic Standards 4.1 Combined Curriculum Document*.
- **Learning Targets** are the skills and concepts students are expected to know and be able to do by the end of each topic. Identification of the necessary understandings, skills, and concepts that support these targets should be developed at the school level, based on an analysis of student data.
- **Instructional Resources** include basal social studies texts and other resources that promote inquiry, student understanding, and mastery of skills.
- Be sure to **read the unit** prior to instruction. This will help you choose the resources and activities that best help your students learn the content standards.

Please keep the following in mind as you use the Elementary Social Studies Curriculum Maps:

- Content Standards, Learning Targets, and Instructional Resources are not listed in a specific teaching order under each topic. Teachers may sequence them to meet their own instructional needs.
- In order to access the lessons listed on the maps as “JCPS Online Social Studies Lesson,” you will need to log into JCPS Online and have it open on your desktop. Then click on the lesson to open the link.
- JCPS Online Social Studies Lessons also can be found on JCPS Online under the Elementary Social Studies Resources folder. Click the “Content” tab for “JCPS Online Social Studies Lessons.”
- You must have a user name and password to access the Discovery Education Web site. (Contact your library media specialist if you do not have a user name and password.)

RECOMMENDED STATE-APPROVED TEXTBOOKS

Per Kentucky State Statute, schools are responsible for adopting textbooks for use by students. The Kentucky Department of Education recommends textbooks from publishers that have assured the state of the accuracy of, availability of, support materials for, and durability of texts. In addition, the

publishers have agreed to provide adaptable texts and other materials for English Language Learners (Spanish text). The Social Studies Department does not endorse any one particular program and/or textbook.

CONNECTIONS TO THE FRAMEWORK FOR TEACHING

The Grade Three (P4) Social Studies Curriculum Map support teachers in planning and preparation for instruction. The various components of the maps provide support for teachers in the following areas in the Framework for Teaching.

Domain 1 - Planning and Preparation:

Components A, C, D, E, F

Domain 3 - Instruction:

Components A i; C i, iii, iv, and D i, ii

2014-2015 GRADE THREE (P4) SOCIAL STUDIES DISTRICT FORMATIVE ASSESSMENT CALENDAR

	ASSESSMENT	ASSESSMENT OPENS	ASSESSMENT BLUEPRINT	KEY FOCUS TOPICS
GRADE 3	Government & Civics Diagnostic	9/8/14	9 MC	Government and Civics
	Government & Civics Proficiency	10/8/14	15 MC 1 ER	
	Historical Perspective Diagnostic	11/10/14	9 MC	Historical Perspective
	Historical Perspective Proficiency	12/8/14	15 MC 1 ER	
	Geography Diagnostic	1/26/15	9 MC	Geography
	Geography Proficiency	2/23/15	15 MC 1 ER	
	Economics Diagnostic	3/23/15	9 MC	Economics
	Economics Proficiency	5/11/15	15 MC 1 ER	

EXTENSIONS/ACCOMMODATIONS FOR ECE AND OTHER DIVERSE LEARNERS

Students with disabilities may require additional accommodations. Refer to IEP (Individual Education Plan) for specific accommodations each individual students requires.

Organize and Structure

- *Establish routines to insure that students have consistent opportunities to process information and to maintain an effective learning climate.*
 - Activate prior knowledge with a written or verbal review of key concepts at the beginning of class.
 - Establish well-defined classroom rules. Have students model and rehearse behavioral expectations.
 - Set clear time limits. Use a timer to complete tasks.
 - Utilize verbal/nonverbal cues and frequent breaks to keep students focused.

- *Plan and organize classroom arrangement to minimize disruptions and enhance efficiency.*
 - Allow adequate space for effective traffic patterns, furniture and equipment.
 - Arrange classroom to limit visual and auditory distractions.

- Provide preferential seating (near teacher, good view of board, special chair or desk) to increase attention and reduce distractions.
 - Keep student’s work area free of unnecessary materials.
- *Display and use visuals, posters, objects, models, and manipulatives to increase memory, comprehension and establish connections to the core content. Examples include...*
- Mnemonic devices such as COPS (Capitalization, Organization, Punctuation, Spelling).
 - A model of the final product before beginning an experiment, project, lab, etc.
 - Posters of steps for specific learning strategies (open response, writing process, formulas).
- *Use varied student groupings to maximize opportunities for direct instruction and participation.*
- Use of one-on-one and small group instruction for students who require additional support.
 - Carefully consider student abilities, learning styles, role models, type of assignment, etc., when grouping students for cooperation learning and with peer partners.
 - Collaborate, co-teach, or consult with ECE, Comprehensive Teachers, etc.
- *Prior to instruction, design and organize content to strengthen storage and retrieval of information.*
- Design instruction that incorporates a multi-sensory approach (visual, auditory, tactile/kinesthetic) to insure that all learning styles are accommodated. Include demonstrations, simulations, hands-on activities, learning strategies, and mnemonic devices.
 - Identify and focus on information critical for mastery. Determine the content students *need* to know (vs. what is *nice* to know). Organize instruction around the *big* ideas.
 - Design on agenda showing exactly what the students will learn.
 - Sequence presentation of content from easier to more difficult.
 - Prepare study guides, a copy of class notes, or graphic organizers ahead of time. Allow some students to use partially completed copies during the lesson.
 - Provide simplified versions of books and materials with similar content.
 - Design specific management procedures to insure acquisition of content and task completion using...
 - Planners, agendas, assignment sheets, homework/personal checklists, folders, notebooks, and/or parent notes.
 - Written as well as verbal cues/prompt, color-coding, symbols, picture clues.

Instruct Explicitly

- *Present and pace explicit instruction to reinforce clear understanding of new concepts and make connections to prior learning.*
- Teach, model and rehearse learning strategies pertaining to the content of the lesson including organizational guide, cooperative learning skills, and memory/mnemonic devices. (KWL, Venn Diagrams, SQRW=Survey Question, Read, Write, etc.)
 - Introduce new concepts by clearly connecting them to prior knowledge using key vocabulary, chapter review questions, agendas, syllabus, etc. Present in both written and verbal form.
 - Present assignments/directions in small steps/segments.
 - Use short phrases, cue words, and signals to direct attention (my turn, your turn, eyes on me).
 - Adjust the volume, tone, and speed of oral instruction.
- *Frequently monitor students to enhance memory, comprehension, and attention to the content.*
- Use frequent and varied questioning strategies. Target higher order thinking skills.
 - Call on students by name. Restate student responses. Provide positive and corrective feedback.
 - Use and model ‘think aloud’, self-questioning, problem solving, and goal setting techniques.

Reduce

- *Condense main ideas and key concepts to avoid overload and allow for developmental mastery.*

- Modify requirements of assignments based on information critical for mastery.
- Provide clear, visually uncluttered handouts/worksheets.
- Adapt assignment and test formats. Use alternate modes such as short answer, matching, drawing, true/false, and word banks.
- Break tasks into manageable segments. Adjust duration of instruction and independent work.
- Reduce redundancy and unnecessary practice.
- Use activities that require minimal writing. Avoid asking students to recopy work.
- Adjust amount/type of homework and coordinate assignments with other teachers.
- Provide credit for incremental learning.

Emphasize and Repeat

- *Use repeated practice/targeted cues to increase retention of essential concepts and to develop ability to monitor own learning.*
 - Provide frequent, but short, extra practice activities in small groups.
 - Have student read/drill aloud to self or peer partner.
 - Highlight text or use coding methods for key concepts.
 - Use bound notebooks and/or learning logs to store vocabulary, facts, references, and formulas.
 - Allow students guided practice and test taking strategies before assessments.
 - Frequently restate concepts/directions using short phrases.
 - Use computer activities, games, and precision teaching drills for practice activities instead of worksheets.

Motivate and Enable

- *Enhance opportunities for academic success to remediate faulty learning/thinking cycles and to reduce failure.*
 - Create unique learning activities including skits, posters, clay models, panoramas, dramatizations, etc. (see textbook manuals for alternative activities).
 - Offer students choices of topics/projects and alternative methods to demonstrate knowledge (oral tests/presentations, illustrations, cooperative groups, etc).
 - Allow flexible timelines for assignment completion, homework, and testing with retakes.
 - Consider student's learning styles when designing extent of involvement in a learning activity.
 - Extend time for students to process ideas/concepts, which are presented in lectures/discussions.
 - Use technology such as taped text, word processors, scanners, and audio feedback software.
 - Provide spare materials and supplies.
 - Provide personal word lists/spelling aids for written assignments.
 - Adjust grading procedures to reflect individual goals, only correct answers, and percent of completed work. Allow extra credit projects to bring up grades.
- *Enhance opportunities for behavioral success to reduce frustration and confusion.*
 - Increase positive comments and student interactions (make 3 positive statements for every one negative statement).
 - Use positive and specific verbal/nonverbal praise. Provide immediate feedback.
 - Review rules regularly. Provide varied rewards and consequences.
 - Maintain close physical proximity to students especially during independent work sessions.
 - Alert students several minutes before transitions occur.
 - Use personal contracts and goal setting which match the student's needs, interests, and abilities.
 - Teach self-monitoring skills using progress charts/reports. Gradually wean students from artificial incentives.
 - Maintain regular communication with parents.

References

- Rief, Sandra and Heimburge, Julie, *How to Reach and Teach all Students in the Inclusive Classroom* (1996).
- Hawthorne Educational Services, Inc., *The Pre-Referral Intervention Manual* (1993).

- Choate, Joyce, *Successful Inclusive Teaching* (1997).
- Winebrenner, Susan, *Teaching Kids with Learning Difficulties in the Regular Classroom* (1996).
- *Inspiration Software, Inc.*, (1999), www.inspiration.com
- Phillips, Vickie and McCullough, Laura, *SST Student/Staff Support Teams* (1993).
- Moll, Anne, *Collaborative Strategies*, (2001).
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To assist teachers in accessing the units, we have included hyperlinks to the first page of each unit. The following are units for the Grade Three (P4) Social Studies Curriculum Map:

- [Unit One: Government and Civics](#)
- [Unit Two: Historical Perspective](#)
- [Unit Three: Geography](#)
- [Unit Four: Economics](#)

Grade Three (P4) Social Studies Cycle 1 Government and Civics		
Unit Duration: 9 weeks	Assessments: <ul style="list-style-type: none"> • Ongoing teacher-created formative assessments • Teacher-created summative assessments • District-designed formative diagnostic assessments • District-designed formative proficiency assessments 	
Topic 1: Building Community/Rules, Laws, and Citizenship		Suggested Duration: 3 Weeks
Essential Question: How can rules and laws help to meet individual needs and promote the common good?		
Content Standards	Learning Targets	Instructional Resources
<p>Government and Civics SS-EP-1.1.2 Students will identify and explain the purpose of rules within organizations (e.g., school, clubs, teams) and compare rules with laws.</p> <p>SS-EP-1.3.1 Students will define basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility) and explain why they are important today.</p> <p>SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.</p> <p>Cultures and Societies SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals and groups at home and at school.</p> <p>SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p>	<ul style="list-style-type: none"> ▪ I can identify classroom/school rules and explain why we need them. ▪ I can identify laws and explain why we need them. ▪ I can give examples of what life would be like without rules or laws. ▪ I can define <i>right</i> and <i>responsibility</i> and give examples of each. ▪ I can explain why rights and responsibilities are important today. ▪ I can identify characteristics of a good citizen. ▪ I can identify and give examples of good citizenship at school and home and explain why good citizenship is important at school and home. ▪ I can define <i>compromise</i>, <i>cooperation</i>, <i>conflict</i> and <i>competition</i>. ▪ I can describe conflict that occurs between individuals and/or groups at home and at school. ▪ I can describe cooperation between individuals and/or groups at home and at school. ▪ I can describe compromise between individuals and/or groups at home and at school. ▪ I can describe competition between individuals and/or groups at home and at school. ▪ I can describe and give examples of conflicts and conflict-resolution strategies that may occur between individuals and/or groups at home and at school. 	<ul style="list-style-type: none"> 📄 JCPS Online Social Studies Lesson: "Needs in Our Classroom" 📄 JCPS Online Social Studies Lesson: "Common Good" 📄 JCPS Online Social Studies Lesson: "Community Laws That Promote the Common Good" 📄 JCPS Online Social Studies Lesson: "Individuals' Rights and Responsibilities" 📄 JCPS Online Social Studies Lesson: "The Classroom Constitution" 📄 JCPS Online Lesson: "Making a Difference in Our Community" 📄 JCPS Online Lesson: "Individual Actions" 📄 JCPS Online Lesson: "One Small Act Can Make a Difference" 📄 Discovery Education: The Difference Between Wants and Needs video clip 📄 Discovery Education: Community Rules and Laws video clip (Show the video segment that supports your teaching.) 📄 ECON EDLink: What Are Incentives? (Lesson plan includes key concepts: choices and decision making.) 📄 JCPS Elementary Core Content Vocabulary Illinois First Amendment Center Activity Book 📄 Celebrating Constitution Day and Veterans Day 📄 EDSITEment: The First Amendment: What's Fair in a Free Country lesson plan 📄 Ben's Guide to U.S. Government for Kids 📄 Discovery Education: Understanding Good Citizenship video clip (teacher guide available) 📄 Discovery Education: This Is Our Government: Citizens and Citizenship video clip 📄 Stop Bullying Now

Topic 2: Branches of Government		Suggested Duration: 3 Weeks
Essential Question: How is government organized in my local community?		
Content Standards	Learning Targets	Instructional Resources
<p>Government and Civics SS-EP-1.1.1 Students will identify the basic purposes of local government (to establish order, provide security, and accomplish common goals); give examples of services local governments provide (e.g., police and fire protection, road maintenance, snow removal, garbage pick-up) and identify how they pay for these services with taxes.</p> <p>SS-EP-1.2.1 Students will describe how their local government is structured (e.g., mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.</p> <p>SS-EP-1.3.2 Students will identify and give examples of good citizenship at home, at school, and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.</p>	<ul style="list-style-type: none"> ▪ I can identify the basic purposes of local government. ▪ I can give examples of services that local governments provide. ▪ I can explain how government pays for the goods and services that they provide to the community. ▪ I can describe the structure of local government. ▪ I can explain the role of and identify who makes up the executive branch of government at the local level (mayor). ▪ I can explain the role of and identify who makes up the legislative branch at the local level (Metro Council). ▪ I can explain the role of and identify who makes up the judicial branch at the local level (courts). ▪ I can identify and give examples of good citizenship in the community. ▪ I can share ways that active participation of citizens helps local government to function. ▪ I can explain why civic engagement in the community is important. 	<ul style="list-style-type: none"> 📄 JCPs Online Social Studies Lesson: “Addressing Community Needs–Public Services” 📄 JCPs Online Social Studies Lesson: “Purpose of Government” 📄 JCPs Online Social Studies Lesson: “Structure of Local Government” 📄 JCPs Online Social Studies Lesson: “Powers of Local Government” 📄 JCPs Online Lesson: “Making a Difference in Our Community” 📄 JCPs Online Social Studies Lesson: “Critical Mindedness” 📄 Ben’s Guide to U.S. Government for Kids 📄 Discovery Education: This Is Our Government: Local Community Government video clip 📄 Scholastic Listen and Read: Utility Worker City of Louisville Web Site 📄 City Government Month lesson plans–15 Lessons in JCPs Online Elementary Social Studies Resources folder 📄 Democracy Project 📄 Discovery Education: This Is Our Government video clips (Three Branches–Legislative, Executive, and Judicial) 📄 Scholastic Listen and Read: Mayor 📄 Scholastic Listen and Read: Police Officer 📄 Scholastic Listen and Read: Firefighter 📄 Discovery Education: Citizenship In the Community video/video clip options 📄 So You Want to Be President by Judith St. George 📄 Fire! Fire! by Gail Gibbons 📄 Firefighters to the Rescue! by Bobbie Kalman 📄 Where does the garbage go? by Paul Showers
Topic 3: Social Institutions		Suggested Duration: 3 Weeks
Essential Question: How can social institutions help to meet individual needs and promote the common good?		
Content Standards	Learning Targets	Instructional Resources
<p>Cultures and Societies SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).</p> <p>SS-EP-2.2.1 Students will identify social institutions (government, economy, education, religion, family) and explain how they help the community.</p> <p>Economics SS-EP-3.4.3 Students will define interdependence</p>	<ul style="list-style-type: none"> ▪ I can define <i>culture</i>. ▪ I can identify and describe the elements of culture and give examples of each. ▪ I can identify and give examples of social institutions: <ul style="list-style-type: none"> -government institutions (i.e., police department, fire department, animal services) -economic institution (a bank) -educational institutions (i.e., universities, technical colleges, 	<ul style="list-style-type: none"> 📄 Culture Grams online access available from Louisville Free Public Library 📄 Teaching Tolerance What Makes a Family, lesson plan 📄 Clips from the film That’s a Family! 📄 Discovery Education: Interdependence Lesson 📄 ECON EDLink: Lean On Me – We Depend on Each other 📄 Seedfolks by Paul Fleischman

GRADE THREE SOCIAL STUDIES CURRICULUM MAP

<p>and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.</p>	<p>schools, -religious institutions (i.e., churches, mosques, synagogues) -family institutions (i.e., extended families, blended families).</p> <ul style="list-style-type: none"> ▪ I can identify the social institutions to which I belong (e.g., religious organization, school, team, and club). ▪ I can explain how social institutions help the community (influence behavior and respond to human needs). ▪ I can define and identify <i>goods</i> I use in my community. ▪ I can define and identify <i>services</i> I use in my community. ▪ I can define <i>interdependence</i> and give examples of how people in our communities, states, nation, and world depend on each other for goods and services I use in my community. 	<ul style="list-style-type: none"> ◆ <i>Ah, Music!</i> by Alike ◆ <i>Be My Neighbor</i> by Maya Ajmera ◆ <i>More Than Meets the Eye</i> by Bob Raczka
<p>Grade Three (P4) Social Studies Government and Civics Proficiency</p>	<p>Download from CASCADE</p>	

Grade Three (P4) Social Studies Cycle 2		
Historical Perspective		
Unit Duration: 9 weeks	Assessments: <ul style="list-style-type: none"> Ongoing teacher-created formative assessments Teacher-created summative assessments District-designed formative diagnostic assessments District-designed formative proficiency assessments 	
Topic 1: Sources and Tools for Social Studies		Suggested Duration: 1 Week
Essential Question: How do we learn about the past?		
Content Standards	Learning Targets	Instructional Resources
<p>Historical Perspective SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p>	<ul style="list-style-type: none"> I can define <i>history</i>. I can identify and give examples of primary and secondary sources (e.g., artifacts, diaries, photographs). I can use primary and secondary sources to interpret the past. I can explain how primary and secondary sources help me to interpret the past. 	<ul style="list-style-type: none"> JCPS Online Social Studies Lesson: "Purpose of Government" (This lesson explores primary sources related to the 1937 and 1997 floods in Louisville.) EDSITEment: What is History? Timelines and Oral Histories Lesson Plan TeachingHistory.org Historical Thinking Poster (Go to Web site and request free resource.) National Archives Document Analysis Worksheets
Topic 2: Historical Songs, Symbols, Places, and Holidays		Suggested Duration: 2 Weeks
Essential Question: How do historical songs, symbols, places, and holidays help us understand our country's past, and why are they significant?		
Content Standards	Learning Targets	Instructional Resources
<p>Historical Perspective SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p> <p>SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., "The Star-Spangled Banner," the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veterans' Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.</p>	<ul style="list-style-type: none"> I can identify the major patriotic and historical songs (e.g., "The Star-Spangled Banner," "This Land Is Your Land," "Follow the Drinking Gourd," "My Country 'Tis of Thee") and explain why they are important. I can identify the major patriotic and historical symbols (e.g., bald eagle, American flag, Uncle Sam) and explain why they are important. I can identify the major patriotic and historical monuments/landmarks (e.g., the Statue of Liberty, Underground Railroad) and explain why they are important. I can identify patriotic holidays (e.g., Veterans Day, Martin Luther King Jr. Day, Fourth of July) and explain why they are important. 	<ul style="list-style-type: none"> USA for Kids Scholastic Christopher Columbus Day Activity Set Plimoth Plantation Thanksgiving Interactive: You Are a Historian Scholastic Listen and Read: Pilgrim Village National Geographic Online Presents the Underground Railroad EDSITEment: The Statue of Liberty: The Meaning and Use of a National Symbol, Lesson Plan EDSITEment: Stars and Stripes Forever: Flag Facts for Flag Day, Lesson Plan EDSITEment: A Landmark Lesson: The United States Capitol Building, lesson plan Discovery Education: U.S. Symbols, video Pearson Symbols of America Pearson Symbols of America: United States Flag, video

		<ul style="list-style-type: none"> 👉 Pearson: Star -Spangled Banner Poster 👉 EDSITement: Declare the Causes: The Declaration of Independence, Lesson Plan 👉 EDSITement: Oh Say, Can You See, What the Star Spangled Banner Means?, Lesson Plan 👉 EDSITement: Let Freedom Ring: The Life and Legacy of Dr. Martin Luther King, Jr., Lesson Plan 👉 Scholastic Listen and Read: It's Constitution Day 👉 Scholastic: Constitution Questions and Answers 👉 Scholastic Listen and Read: What Does the President Do? 👉 Scholastic Listen and Read: The Path of a President 👉 University of Louisville Libraries Digital Collections, (collection of photographs that illustrate change over time) 👉 <i>Follow the Drinking Gourd</i> by Jeanette Winter 👉 <i>Aunt Harriet's Underground Railroad in the Sky</i> by Faith Ringgold 👉 <i>Freedom's Wings: Corey's Underground Railroad Diary</i> by Sharon Dennis Wyeth
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<p>Topic 3: Communities of the Past</p>	<p>Suggested Duration: 3 Weeks</p>
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<p>Essential Question: How have people's lives changed over time?</p>
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Content Standards	Learning Targets	Instructional Resources
<p>Historical Perspective</p> <p>SS-EP-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p> <p>SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., "The Star-Spangled Banner," the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veterans' Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.</p> <p>SS-EP-5.2.2 Students will identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodlands) and explain why they settled in what is now the United States.</p> <p>SS-EP-5.2.3 Students will describe change over time in communication, technology, transportation, and education in the community</p> <p>Cultures and Societies</p> <p>SS-EP-2.1.1 Students will describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts).</p> <p>SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict,</p>	<ul style="list-style-type: none"> ▪ I can identify early cultures of diverse groups of Native Americans (Northwest, Southwest, Plains, Eastern Woodlands). ▪ I can explain why Native Americans settled in what is now the United States. ▪ I can describe ways Native Americans adapted to and modified the environment to meet their needs. ▪ I can compare early cultures of diverse groups of Native Americans (Northwest, Southwest, Plains, Eastern Woodlands). ▪ I can describe interactions (compromise, cooperation, conflict, competition) between Native-American groups and early settlers. ▪ I can use primary sources to learn about the past in Louisville and Jefferson County. ▪ I can identify symbols, monuments, and/or landmarks in Louisville and Jefferson County and explain their importance. ▪ I can describe how people in the past lived in Louisville and Jefferson County. ▪ I can describe how Louisville and Jefferson County have changed over time in communication, technology, transportation, and education. ▪ I can describe how inventions or advances in technology have changed the way of life in our country. ▪ I can create a timeline depicting the history of Louisville and Jefferson County. 	<ul style="list-style-type: none"> 👉 JCPS Online: Our Community Has Changed: A History of Louisville and Jefferson County (in P4 folder of Elementary Social Studies Resources), A Study of Louisville Using the Five Themes of Geography and Early Settlements of Louisville Lessons and Supporting Materials 👉 Discovery Education: Native Peoples of the Regions 👉 EDSITement: Native American Cultures Across the U.S., Lesson Plan 👉 EDSITement: Anishinabe - Ojibwe - Chippewa: Culture of an Indian Nation, Lesson Plan 👉 EDSITement: Not 'Indians,' Many Tribes: Native American Diversity, Lesson Plan 👉 EDSITement: Traditions and Languages of Three Native American Cultures: Tlingit, Lakota, and Cherokee, Lesson Plan 👉 JCPS Online Social Studies Lesson: "Native Americans in Kentucky" 👉 Scholastic Listen and Read: Meet the Navaio River of Dreams by Hudson Talbott 👉 Locust Grove 👉 JCPS Online: George Rogers Clark Decides to Help (in P4 folder of Elementary Social Studies Resources) 👉 <i>Two Centuries of Black Louisville: A Photograph is History</i> by Aubespain, Clay, Hudson 👉 <i>The Birchbark House</i> by Louise Erdrich

<p>competition) that occur between individuals/groups at home and at school.</p> <p>Geography SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).</p> <p>SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on Earth’s surface</p>		<ul style="list-style-type: none"> ◆ <i>Cheyenne Again</i> by Eve Bunting ◆ <i>The Sign of the Beaver</i> by Elizabeth Speare ◆ <i>The Story of Anne Frank</i> by Brenda Ralph Lewis ◆ <i>They Called Her Molly Pitcher</i> by Anne Rockwell ◆ <i>The Story of Toilets, Telephones & Other Useful Inventions</i> by Katie Daynes ◆ <i>I Wonder Why Planes have Wings and Other Questions about Transportation</i> by Christopher Maynard ◆ <i>Emergency Vehicles</i> by Chris Oxlade ◆ <i>Trucks</i> by Chris Oxlade ◆ <i>One Giant Leap: The Story of Neal Armstrong</i> by Don Brown
<p>Topic 4: Conflict and Compromise</p>		<p>Suggested Duration: 1 Week</p>
<p>Essential Question: How can I learn to cooperate and work with others?</p>		
<p>Content Standards</p>	<p>Learning Targets</p>	<p>Instructional Resources</p>
<p>Cultures and Societies SS-EP-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school.</p> <p>SS-EP-2.3.2 Students will identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).</p>	<ul style="list-style-type: none"> ▪ I can describe various forms of interaction (compromise, cooperation, conflict, competition) that occur between individuals and in the community. ▪ I can describe the meaning of <i>compromise, cooperation, communication</i>. ▪ I can identify describe examples of conflict and conflict- resolution strategies in my community. 	<ul style="list-style-type: none"> 📄 Getting Along: Conflict Resolution 📄 Out on a Limb: A Guide to Getting Along 📄 Out on a Limb: A Guide to Getting Along Worksheets and Activities 📄 Discovery Education: Getting Along
<p>Topic 5: Different Countries/Different Cultures</p>		<p>Suggested Duration: 2 Weeks</p>
<p>Essential Question: How are groups of people alike and different?</p>		
<p>Content Standards</p>	<p>Learning Targets</p>	<p>Instructional Resources</p>
<p>Cultures and Societies SS-EP-2.1.2 Students will study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other cultures.</p>	<ul style="list-style-type: none"> ▪ I can study diverse cultures in my community and the world today. ▪ I can explain the importance of appreciating and understanding other cultures. 	<ul style="list-style-type: none"> 📄 Discovery Education: What is Diversity? 📄 Heifer International Free Teacher Resources 📄 Sister Cities of Louisville (Culture kits are available as teacher resources.) 📄 World Continent Maps: Print World Maps 📄 Geography: Geography Project ideas and resources 📄 National Geographic : Landforms and Landform Formation: Surface of the Earth 📄 EDSITEment: Family and Friendship in Quilts, lesson plan 📄 Discovery Education: Grid Map ◆ <i>Children Just Like Me</i> by Susan E. Copsey ◆ <i>My Librarian Is a Camel: How Books Are Brought to Children Around the World</i> by Margriet Ruurs ◆ <i>Going Home</i> by Eve Bunting ◆ <i>Apple Pie Fourth of July</i> by Janet Wong ◆ <i>If the World Were a Village</i> by David Smith ◆ <i>I is for India</i> by Prodeepta Das ◆ <i>Homes on the Move</i> by Nicola Barber
<p>Grade Three (P4) Social Studies Historical Perspective Proficiency</p>		<p>Download from CASCADE</p>

Grade Three (P4) Social Studies Cycle 3		
<h1>Geography</h1>		
Unit Duration: 9 weeks	Assessments: <ul style="list-style-type: none"> • Ongoing teacher-created formative assessments • Teacher-created summative assessments • District-designed formative diagnostic assessments • District-designed formative proficiency assessments 	
Topic 1: Learning About Our World		Suggested Duration: 4 Weeks
Essential Question: How can geographic tools help me locate and describe places?		
Content Standards	Learning Targets	Instructional Resources
<p>Geography SS-EP-4.1.1 Students will use geographic tools (e.g., maps, globes, mental maps, charts, graphs) to locate and describe familiar places at home, school, and the community.</p> <p>SS-EP-4.1.2 Students will use geographic tools to identify major landforms (e.g., continents, mountain ranges), bodies of water (e.g., oceans, major rivers), and natural resources on Earth’s surface and use relative location.</p> <p>SS-EP-4.2.1 Students will describe places on Earth’s surface by their physical characteristics (e.g., climate, landforms, bodies of water).</p>	<ul style="list-style-type: none"> ▪ I can use geographic tools to locate familiar places in my home, school, and community. ▪ I can use the legend/map key and scale on a map. ▪ I can use geographic tools to identify major landforms, bodies of water, and natural resources on Earth’s surface (Louisville and Jefferson County). ▪ I can describe places on Earth’s surface by their physical characteristics (Louisville and Jefferson County). ▪ I can describe the relative location of landforms, bodies of water, and natural resources on Earth’s surface. 	<ul style="list-style-type: none"> • Education Place: Outline Maps • National Geographic Maps • Discovery Education: The Five Themes of Geography, video • Discovery Education: Let’s Talk Geography – Different Places on Earth, video clip • Discovery Education: Physical Geography, video clip • Falls of the Ohio • JCPS Online: Our Community Has Changed: A History of Louisville and Jefferson County (A Study of Louisville Using the Five Themes of Geography: “Overview of Five Themes of Geography,” “Location,” and “Geography Skills” • JCPS Online: Our Community Has Changed: A History of Louisville and Jefferson County, A Study of Louisville Using the Five Themes of Geography: Location and Place Lessons • <i>I’m In Charge of Celebrations</i> by Byrd Baylor • <i>Wings of Light</i> by Stephen Swinburne
Topic 2: Our Relationship to Our Environment		Suggested Duration: 5 Weeks
Essential Question: How do people interact with their environment?		
Content Standards	Learning Targets	Instructional Resources
<p>Geography SS-EP-4.1.3 Students will describe how different factors (e.g. rivers, mountains) influence where human activities are located in the community.</p> <p>SS-EP-4.3.1 Students will describe patterns of human settlement in places and regions on the Earth’s surface.</p> <p>SS-EP-4.3.2 Students will describe how technology helps us move, settle, and interact in</p>	<ul style="list-style-type: none"> ▪ I can describe how different factors influence where human activities are located in communities (Louisville and Jefferson County). ▪ I can identify and explain patterns of human settlement in different communities (Louisville and Jefferson County). ▪ I can describe how technology helps people move, settle, and interact in the world. ▪ I can describe ways people adapt to or change the environment to meet their basic 	<ul style="list-style-type: none"> • JCPS Online: Our Community Has Changed: A History of Louisville and Jefferson County -A Study of Louisville Using the Five Themes of Geography: Region Lesson and Early Settlements of Louisville: Early Settlements, Hardships of Pioneers, and Early Development of Louisville Lessons • JCPS Online: Our Community Has Changed: A History of Louisville and Jefferson County - A Study of Louisville Using the Five Themes of Geography: Human/Environment Interaction

GRADE THREE SOCIAL STUDIES CURRICULUM MAP

<p>the modern world.</p> <p>SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet their basic needs (food, shelter, clothing).</p> <p>SS-EP-4.4.2 Students will describe how the physical environment can both promote and restrict human activities.</p>	<p>needs (e.g., food, shelter, clothing).</p> <ul style="list-style-type: none"> ▪ I can describe ways animals modify the physical environment to meet their basic needs. ▪ I can compare ways people and animals modify the physical environment to meet basic needs. ▪ I can describe ways people (past and present) in Louisville and Jefferson County have adapted to and/or modified the environment to meet their basic needs. ▪ I can describe how the physical environment (i.e., Ohio River) of Louisville and Jefferson County can promote and limit human activity. 	<p>Lesson</p> <ul style="list-style-type: none"> ☛ JCPS Online: Our Community Has Changed: A History of Louisville and Jefferson County - A Study of Louisville Using the Five Themes of Geography: Movement Lesson ☛ Louisville Water Company: Where's the Water? ☛ Discovery Education: City, Suburb, and Rural Communities, video clip ☛ <i>The Great M.C. Higgins</i> by Virginia Hamilton ☛ <i>The Pot That Juan Built</i> by Nancy Andrews-Goebel ☛ <i>The Great Wall of China</i> by Leonard Everett Fisher ☛ <i>Oil Spill!</i> by Melvin Berger
<p>Grade Three (P4) Social Studies Geography Proficiency</p>		<p>Download from CASCADE</p>

Grade Three (P4) Social Studies Cycle 4

Economics

Unit Duration:

9 weeks

Assessments:

- Ongoing teacher-created formative assessments
- Teacher-created summative assessments
- District-designed formative diagnostic assessments
- District-designed formative proficiency assessments

Topic:

Goods and Services

Suggested Duration:

4 Weeks

Essential Question:

How are good and services produced, consumed, and distributed in my community and beyond?

Content Standards	Learning Targets	Instructional Resources
<p>Economics SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources (natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.</p> <p>SS-EP-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today’s market economy.</p> <p>SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p> <p>SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).</p> <p>SS-EP-3.4.1 Students will define basic economic terms related to production, distribution, and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).</p> <p>SS-EP-3.4.2 Students will describe how new knowledge, technology/tools, and specialization increase productivity in our community, state, nation, and world.</p> <p>SS-EP-3.4.3 Students will define interdependence and give examples of how people in our communities, states, nation, and world depend on each other for goods and services.</p> <p>SS-EP-4.4.1 Students will describe ways people adapt to/modify the physical environment to meet</p>	<ul style="list-style-type: none"> ▪ I can define basic economic terms related to markets (e.g. markets, goods, services, producer, consume, supply and demand, barter, money, trade). ▪ I can define and give examples of <i>limited productive resources</i>. (natural, human, capital) ▪ I can analyze differences between limited natural resources, limited human resources, and limited capital resources. ▪ I can identify and give examples of economic institutions. (banks) ▪ I can identify and give examples of economic institutions in Louisville and Jefferson County. ▪ I can explain different ways in which people acquire goods and services in Louisville and Jefferson County. ▪ I can define basic economic terms related to production, distribution, and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur). ▪ I can describe various ways in which goods and services are produced, distributed, and consumed in communities. ▪ I can describe how the specialization jobs effect the production and distribution of goods and services. ▪ I can describe the role entrepreneurs have in the production and distribution of goods and services. ▪ I can describe how technology will increase productivity in communities. ▪ I can give examples of how people in communities depend on each other for goods and services. ▪ I can give examples of how people in Louisville and Jefferson County depend on each other for goods and services. ▪ I can explain how we use resources from our world to meet our needs (food/growing crops; clothing/sheering wool, growing cotton; and shelter/cutting timber; etc.) 	<ul style="list-style-type: none"> 📄 Discovery Education: <i>Understanding Economics: Resources and Choices</i>, video clip (teacher guide available) 📄 ECON EDLink: Mystery Workers Lesson Plan 📄 Discovery Education: <i>Understanding Economics: The Marketplace-Supply and Demand</i>, video clip (teacher guide available) 📄 <i>Liberty</i> by Nathan Zimelman 📄 Discovery Education: <i>Understanding Economics: Money</i>, video clip (teacher guide available) 📖 <i>Those Shoes</i> by Maribeth Boelts

their basic needs (food, shelter, clothing).		
Topic: People making economic decisions		Suggested Duration: 5 weeks
Essential Question: How does the availability of resources influence economic decisions?		
Content Standards	Learning Targets	Instructional Resources
<p>Economics</p> <p>SS-EP-3.1.1 Students will define basic economic terms related to scarcity (e.g., opportunity cost, wants and needs, limited productive resources--natural, human, capital) and explain that scarcity requires people to make economic choices and incur opportunity costs.</p> <p>SS-EP-3.2.1 Students will identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy.</p> <p>SS-EP-3.3.1 Students will define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p> <p>SS-EP-3.3.2 Students will explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).</p>	<ul style="list-style-type: none"> ▪ I can explain how supply and demand affects consumers. ▪ I can explain how consumers in the past used bartering, but now consumers use money. ▪ I can describe a market economy. ▪ I can explain how advertising is used to impact consumers. ▪ I can explain how economic institutions help people deal with scarcity. (loan money, save money) ▪ I can name ways to solve economic problems. (prioritizing resources, saving, loaning, and spending money) ▪ I can define scarcity. ▪ I can identify an opportunity cost and the limited resource in an economic situation. ▪ I can explain why people cannot have all the goods and services they want. 	<ul style="list-style-type: none"> ☛ Louisville Water Company: Why a Water Company? ☛ JCPS Online: Our Community Has Changed: A History of Louisville and Jefferson County - Goods and Services in Our Community Lesson ☛ JCPS Online: Our Community Has Changed: A History of Louisville and Jefferson County - Louisville's Economy reading ☛ Louisville Water Company: Put It to Good Use
Grade Three (P4) Social Studies Economics Proficiency		Download from CASCADE

Additional Children’s Literature that supports Grade Three Social Studies

Unit 1: Government and Civics

Topic 1: Building Community/Rules, Laws, and Citizenship

- *No Rules for Rex!* by Daisy Alberto
- *We Live Here Too!: Kids Talk About Good Citizenship* by Nancy Loewen
- *Say Something* by Peggy Moss
- *Trouble Talk* by Trudy Ludwig
- *The Bully Blockers Club* by Teresa Bateman

Topic 2: Branches of Government

- *On the Town: A Community Adventure* by Judith Caseley
- *Everybody Works* by Shelley Rotner
- *Send It!* by Don Carter
- *Vote!* by Eileen Christelow

Unit 2: Cultures and Societies

Topic 1: Social Institutions

- *What Is Culture?* by Bobbie Kalman
- *The Barefoot Book of Mother and Son Tales* by Josephine Evetts-Secker
- *The Barefoot Book of Father and Son Tales* by Josephine Evetts-Secker
- *Family* by Isabel Monk
- *Just the Two of Us* by Will Smith
- *One World, One Day* by Barbara Kerley
- *Momma, Where Are You From?* by Marie Brady
- *Who’s Who In My Family?* By Loreen Leedy
- *Everybody Works* by Shelley Rotner
- *Send it* by Don Carter
- *Supermarket* by Kathleen Krull

Topic 2: Conflict and Compromise

- *Henry and the Kite Dragon* by Bruce Edward
- *It’s Mine!* By L. Lionni
- *Frog and Toad are Friends* by A. Lobel
- *Potatoes, Potatoes* by A . Lobel
- *Respecting Others* by Robin Nelson

Topic 3: Different Countries/Different Cultures

- *The Colors of Us* by Karen Katz
- *Hope* by Isabell Monk
- *All Kinds of Children* by Diane Patterson
- *Love as Strong as Ginger* by Lenore Look

- *Las Posadas: An Hispanic Christmas Celebration* by Diane Hoyt-Goldsmith
- *Mei-Mei Loves the Morning* by Margaret Holloway
- *Coming to America: A Muslim Family's Story* by Bernard Wolf
- *Little Firefly: An Algonquian Legend* by Terri Cohlene (highlights storytelling as part of Native American culture)
- *Why Mosquitoes Buzz in People's Ear: A West African Tale* by Verna Aardema (highlights storytelling as part of African culture)
- *Lots of Grandparents* by Shelley Rotner and Sheila M. Kelly
- *One World, One Day* by Barbara Kerley
- *Our Grandparents: A Global Album* by Maya Ajmera
- *My Dadima Wears a Sari* by Kashmira Sheth
- *El Barrio* by Debbi Chocolate
- *To Be a Kid* by Maya Ajmera and John D. Ivanko
- *Be My Neighbor* by Maya Ajmera and John D. Ivanka
- *It's Back to School We Go! First Day Stories from Around the World* by Jan Davey Ellis
- *A School Like Mine: a Unique Celebration of Schools Around the World.* DK Publishing and UNICEF
- *Mapping Penny's World* by Loreen Leedy
- *Follow That Map!: A First Book of Mapping Skills* by Scot Ritchie
- *Our World: A Child's First Picture Atlas* by National Geographic

Unit 3: Historical Perspective

Topic 2: Historical Songs, Symbols, Places, and Holidays

- *Wee Sing America* by Pamela Conn Beall and Susan Nipp
- *O, Say You Can See? America's Symbols, Landmarks, and Important Words* by Sheila Keenan
- *Thank You Sarah: The Women Who Saved Thanksgiving* by Laurie Halse Anderson
- *F is for Flag* by Wendy Cheyette Lewison
- *L is for Liberty* by Wendy Cheyette Lewison
- *Stars and Stripes: The Story of the American Flag* by Sarah L. Thompson
- *A Good Night for Freedom* by Barbara Olenyik
- *Henry's Freedom Box* by Ellen Levine

Topic 3: Communities of the Past

- *Native American Homes* by Mary Kay Carson
- *If You Lived with Sioux Indians* by Ann McGovern
- *If You Lived with the Indians of the Northwest Coast* by Anne Kamma
- *If you Lived with the Hopi* by Anne Kamma
- *If You Lived with the Cherokees* by Peter Roop
- *If You Lived with the Iroquois* by Ellen Levine
- *Where Do You Think You're Going Christopher Columbus?* by Jean Fritz
- *If You Lived in Colonial Times* by Ann McGovern
- *Grandfather's Journey* by Allen Say
- *When Jessie Sailed Across the Sea* by Amy Hest
- *Just in Time Abraham Lincoln* by Patricia Polacco
- *Boycott Blues: How Rosa Parks Inspired A Nation* by Andrea Pinkney
- *Just Fine the Way They Are: From Dirt Roads to Rail Roads to Interstates* by Connie Nordhielm Wooldridge
- *The House on Maple Street* by Bonnie Pryor
- *Trains* by Lynn Curlee

- *Old Penn Station* by William Low
- *On This Spot: An Expedition Back Through Time* by Susan Goodman
- *Pioneer Church* by Carolyn Otto
- *Who Came Down That Road?* by George Ella Lyon
- *The House on Maple Street* by Bonnie Pryor
- *L is for Louisville: A Children's Abecedary & Art Book* by Gill Holland
- *Two Centuries of Black Louisville: A Photographs History* by Aubespin, Clay, Hudson,
- *River of Dreams* by Hudson Talbott
- *Old Penn Station* by William Low
- *Miss Bridie Chose a Shovel* by Leslie Connor
- *Desert Town* by Bonnie Geisert
- *Monsoon* by [Uma Krishnaswami](#)

Unit 4: Geography

Topic 1: Learning About the World

- *What is a Community from A to Z?* by Bobbie Kalman
- *The Gardener* by Sarah Stewart
- *Barrios: Jose's Neighborhood* by George Ancona
- *See the City* by M. Pericoli
- *The Apartment Book: A Day in Five Stories* by R. Platt
- *Tar Beach* by Faith Ringold

Topic 2: Our Relationship to Our Environment

- *Recess at 20 Below* by C.L. Aillaud
- *On the Same Day in March: A Tour of the World's Weather* by M. Singer
- *Going to School in India* by L. Heydlauff

Unit 5: Economics

Topic 1: Goods and Services

- *A Farm Through Time* by Angela Wilkes
- *Uncle Jed's Barbershop* by Margaree King Mitchell
- *Lemonade for Sale* by Stuart Murphy
- *Lemons and Lemonade: A Book About Supply and Demand* by Nancy Loewen
- *Big Jimmy's Kum Kau Chinese Take Out* by Ted Lewin
- *Ice Cream* by Elisha Cooper
- *A Basket of Bangles: How a Business Begins* by Howard Ginger
- *Dan's Pants, The Adventures of Dan the Fabric Man* by Merle Good
- *The Furry News – How to Make a Newspaper* by Loreen Leedy
- *Grandpa's Corner Store* by Dyanne DiSalvo-Ryan

Topic 2: People making economic decisions

- *A Chair for My Mother* by Vera Williams
- *Charlie Needs a Cloak* by Tomie de Paola
- *Leah's Pony* by Elizabeth Friedrich
- *Follow the Money* by Loreen Leedy
- *The History of Money* by Dana Rau
- *Beatrice's Goat* by Page McBrier
- *Give a Goat* by Jan West Schrock
- *Estela's Swap* by Alexis O'Neill

- *How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty* by Nathan Zimelman