



Recommended P3 / Grade 3 Curriculum Framework

<b>Content: SOCIAL STUDIES: P3 / Grade 3</b>						
<b>Topic: My Community In The Past (Weeks 5-10)</b>						
<b>Content</b> (What do your students need to KNOW?)	<b>Demonstrators</b> (What do your students need to be able to DO?)	<b>Assessment</b> (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	<b>Activities</b> (HOW will you teach it?)	<b>Resources</b> (What MATERIALS will you need?)	<b>Differentiation</b> (How will you reach the DIVERSITY of learners?)	<b>Literacy Connection</b> (How will you use READING and WRITING with this material?)
<p><b>SS-E-4.4.2</b> People adapt or modify the environment (e.g., produce food, build shelter, make clothing) to meet their needs. (Focus: illustrate how people are affected by climate/weather, geographic features and natural resources.)</p> <p><b>SS-E-4.1.4</b> After looking at spatial features, decisions are made about where to locate human activities on Earth's surface.</p> <p><b>SS-E-4.2.1</b> Every place is unique and can be described by its human (e.g., language, religion, housing) and physical characteristics (e.g., landforms, climates, water).</p> <p><b>SS-E-4.1.1</b> Simple physical, political, and thematic maps and globes, skills including:</p>	<p><b>POS-SS-P-G-1</b> Students will use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings.</p> <p><b>POS-SS-P-G-2</b> Students will visualize where things (e.g., schools, neighborhoods) are located.</p> <p><b>POS-SS-P-G-3</b> Students will recognize physical and human characteristics of places and regions.</p> <p><b>POS-SS-P-G-4</b> Students will recognize that people depend on, adapt to, or modify the environment to meet basic needs.</p> <p><b>POS-SS-P-G-5</b> Students will recognize factors that influence human movement and settlement.</p>					

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<p>direction, map symbols, landforms, and bodies of water, photographs, aerial photography and graphs.</p> <p><b>SS-E-4.4.1</b> People depend upon the physical environment for food, shelter, and clothing.</p> <p><b>POS-SS-P-H-2</b> Students will understand how and why (cause-and-effect) events occurred in the community.</p> <p><b>SS-E-5.1.2</b> History is understood by using a variety of primary and secondary sources.</p> <p><b>SS-E-5.1.3</b> Historical events have multiple causes.</p> <p><b>SS-E-5.2.3</b> The way we live has changed over time for Kentuckians and Americans because of changes in many areas (e.g.; communication, innovations/inventions, homes, transportation, recreation, traditions, education).</p> <p><b>SS-E-5.2.5</b> Symbols (e.g., state and national flags), slogans, monuments/buildings, patriotic songs, poems (e.g.,</p>	<p><b>POS-SS-P-H-1</b> Students will distinguish among past, present, and future, and describe change over time.</p> <p><b>POS-SS-P-H-3</b> Students will differentiate among fact, fiction, and opinion in relating historical events.</p> <p><b>POS-SS-P-H-4</b> Students will describe and illustrate historical concepts or events through symbols, slogans, songs, poems, and passages.</p> <p><b>POS-SS-P-H-5</b> Students will understand simple historical time lines and use primary and secondary sources and artifacts to examine the past.</p> <p><b>Geography</b> <b>A.E.2.19</b> Students recognize and understand the relationship between people and geography</p>					

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<p>the Pledge of Allegiance), and selected readings are used to describe or illustrate important ideas and events in Kentucky and American history.</p>	<p>and apply their knowledge in real-life situations.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Explain the influence of geographic factors on human movement.</li> <li>• Examine the interaction between people and their environment and can predict trends.</li> <li>• Use a variety of means to identify absolute and relative location.</li> <li>• Use geographic sources of information and data for a purpose (simple thematic maps, globes, charts, and graphs).</li> <li>• Understand and apply developmentally appropriate geographic vocabulary.</li> </ul> <p><b>Historical Perspective</b> <b>A.E. 2.20</b> Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p><b>Demonstrators</b></p> <ul style="list-style-type: none"> <li>• Distinguish among past, present and future.</li> <li>• Recognize continuity and change.</li> <li>• Examine cause and effect and multiple causation.</li> </ul>					

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