



Recommended P3 / Grade 3 Curriculum Framework

Content: SOCIAL STUDIES: P 3 / Grade 3						
Topic: My Community Today (Weeks 11-18)						
Content (What do your students need to KNOW?)	Demonstrators (What do your students need to be able to DO?)	Assessment (How will you assess what your students ALREADY KNOW, and assess WHAT THEY'VE LEARNED?)	Activities (HOW will you teach it?)	Resources (What MATERIALS will you need?)	Differentiation (How will you reach the DIVERSITY of learners?)	Literacy Connection (How will you use READING and WRITING with this material?)
<p>SS-E-5.2.3 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>SS-E-4.1.1 Simple physical, political, and thematic maps and globes, skills including: direction, map symbols, landforms, and bodies of water, photographs, aerial photography and graphs.</p> <p>SS-E-2.4.1 As cultures emerge and develop, conflict and competition may occur. (Prejudice awareness)</p> <p>POS-SS-P-GC-3 Students will begin to understand the basic purpose of government and how citizen participation can affect government.</p>	<p>POS-SS-H-1 Students will distinguish among past, present, and future, and describe change over time.</p> <p>POS-E-SS-P-G-1 Students will use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings.</p> <p>POS-SS-P-CS-5 Students will examine concepts of stereotyping, prejudice, and discrimination.</p> <p>POS-SS-P-GC-2 Students will understand and begin to apply rights and responsibilities in relation to the community.</p>					

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<p>SS-E-1.1.1 Democratic governments function according to the needs and wants of the citizens and provide for society's needs (e.g., police and fire departments, education, and highways).</p> <p>SS-E-1.2.1 The three levels of government are <u>local</u>, state, and national. (Focus is on local government)</p> <p>SS-E-1.2.3 Introduction to the political process:</p> <ul style="list-style-type: none"> • elections • city council • mayor • community government structure • community workers • identify appropriate sources of authority <p>SS-E-1.3.1 Rights and responsibilities of the individual are determined by specific roles within various groups including community. (Rights and responsibilities of citizens in a community.)</p> <p>SS-E-1.3.3 In order for a democratic form of government</p>	<p>Government and Civics A.E.2.14: Students should understand the democratic principles of justice, equality, responsibility and freedom. A.E. 2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> • Determine rights and responsibilities in real-life situations. • Make informed decisions about school or community concerns. • Identify sources of authority. • Demonstrate knowledge of the development and purpose of rules and laws. • Describe elements of familiar political systems (home, school, club). • Explore the purposes and functions of local governments. <p>Economics A.E. 2.18 Students understand economic principles and are able to make economic decisions that have</p>					

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<p>to function, citizens must play an active and responsible role (e.g., participating in election process, obeying the law. (Can illustrate community responsibility and service.)</p> <p>SS-E-3.4.2 The government provides goods and services and pays for them with taxes (e.g., police, fire protection). Some private businesses offer the same goods and services as the government for a profit.</p>	<p>consequences in daily living.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Explore interdependent relationships among personal and local economies. <p>Geography A.E.2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Use geographic sources of information and data for a purpose (simple thematic maps, globes, charts, and graphs). <p>Culture and Society AE 2.16: Students observe, analyze and interpret human behaviors, social groupings and institutions to better understand people and the relationships among individuals and among groups.</p> <p>Demonstrators</p> <ul style="list-style-type: none"> Identify culture bias and stereotyping. <p>Historical Perspective AE. 2.20 Students understand, analyze, and interpret historical events, conditions, trends, and</p>					

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	issues to develop historical perspective. <ul style="list-style-type: none">• Recognize continuity and change.					

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