



*Cocalico School District*  
*Course Curriculum Details*  
*Course: Citizenship/Social Studies - 3*

**Area:**

**Big Idea:** People in a community work together with others and the government to help solve problems.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<p><b>Objective:</b> 1: Analyze ways in which people can cooperate with each other and with their local government to solve problems; to explain how leaders help people in a community solve problems; and to compare the role of the people with the role of the leader in solving a problem</p>					
<ul style="list-style-type: none"> <li>5.2.3.A Identify personal rights and responsibilities.</li> <li>5.2.3.B Identify the sources of conflict and disagreement and different ways conflict can be resolved.</li> <li>5.3.3.G Identify individual interest and explain ways to influence others.</li> </ul>	<ul style="list-style-type: none"> <li>petition</li> <li>council</li> <li>government service</li> </ul>	<ul style="list-style-type: none"> <li>Hold a town meeting (Teachers Manual p. 283)</li> <li>Visit from city council member (Teachers Manual p. 283)</li> <li>Write descriptions (Teachers Manual p. 284)</li> <li>Water Usage Poster (Teachers Manual p. 285)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 Lesson 1 (pages 282 -287)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 Test</li> </ul>	
<p><b>Objective:</b> 2: Describe the importance of the United States Constitution to American citizens</p>					
<ul style="list-style-type: none"> <li>5.1.3.D Identify key ideas about government found in significant documents: Declaration of Independent, United States Constitution, Bill of Rights and PA Constitution</li> </ul>	<ul style="list-style-type: none"> <li>vote</li> <li>election</li> </ul>	<ul style="list-style-type: none"> <li>Video "United States Constitution" (First 10 minutes)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 Lesson 2 (pages 290 -294)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 Test</li> </ul>	
<p><b>Objective:</b> 3: Identify the parts of the election process</p>					
<ul style="list-style-type: none"> <li>5.3.3.E Explain the purpose for elections.</li> </ul>	<ul style="list-style-type: none"> <li>candidate</li> <li>ballot</li> <li>majority rule</li> <li>minority rights</li> <li>campaign</li> </ul>	<ul style="list-style-type: none"> <li>Hold a class vote</li> </ul>	<ul style="list-style-type: none"> <li>Participation Skills (pages 295-297)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 Test</li> </ul>	



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<p><b>Objective:</b> 4: Explain why each state needs its own government; to describe the duties of the governor of the state; to compare the role of state lawmakers with that of state judges; to hypothesize about the result if there were community governments but no state government</p>					
<ul style="list-style-type: none"> <li>• 5.3.3.A Identify the roles of the three branches of government</li> <li>• 5.3.3.B Identify how laws are made in the local community.</li> <li>• 5.3.3.C Identify services performed by the local governments.</li> <li>• 5.3.3.D Identify positions of authority at school and community.</li> </ul>	<ul style="list-style-type: none"> <li>• governor</li> <li>• public property</li> <li>• private property</li> <li>• jury</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper search (Teachers Manual p. 300)</li> <li>• Name Game (Teachers Manual p. 300)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 Lesson 3 (pages 298 -301)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 Test</li> </ul>	
<p><b>Objective:</b> 5: Learn how to use a distance scale to measure distances on a map, to measure on a state map the distances between several cities</p>					
<ul style="list-style-type: none"> <li>• 7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• distance scale</li> <li>• miles</li> <li>• kilometers</li> </ul>	<ul style="list-style-type: none"> <li>• Measure Distance on a map ("Think and Apply" p. 302)</li> </ul>	<ul style="list-style-type: none"> <li>• Map Skills (page 302)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 Test</li> </ul>	
<p><b>Objective:</b> 6: Explain why our national government consists of three branches; to describe the duties of the President; to analyze how congress works; and to evaluate the reasons our national government includes a Supreme Court</p>					
<ul style="list-style-type: none"> <li>• 5.1.3.D Identify key ideas about government found in significant documents: Declaration of Independent, United States Constitution, Bill of Rights and PA Constitution</li> <li>• 5.1.3.C Define the principles and ideals shaping local government.</li> </ul>	<ul style="list-style-type: none"> <li>• Congress</li> <li>• Supreme Court</li> </ul>	<ul style="list-style-type: none"> <li>• Letter to a Representative (Teachers Manual p. 306)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 Lesson 4 (pages 303 -309)</li> </ul>	<ul style="list-style-type: none"> <li>• Unit 5 Test</li> </ul>	



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<p><b>Objective:</b> 7: Evaluate the meaning of the flag of the United States; to explain the historical significance of our national anthem; to analyze the meaning of the Pledge of Allegiance; and to describe the ways in which the US flag is displayed</p>					
<ul style="list-style-type: none"> <li>5.1.3.F Identify personal rights and responsibilities.</li> </ul>		<ul style="list-style-type: none"> <li>patriotism</li> <li>anthem</li> <li>pledge</li> <li>allegiance</li> </ul>	<ul style="list-style-type: none"> <li>Making a flag (Teachers Manual p. 311)</li> <li>Design a flag (Lesson Review p. 315)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 Lesson 5 (pages 310 -315)</li> </ul>	<ul style="list-style-type: none"> <li>Unit 5 Test</li> </ul>



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**Area:** Unit 1 - Communities Around Us

**Big Idea:** Communities are alike and different and found all over the world.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<p><b>Objective:</b> 1: Identify the features of an urban community; compare and contrast urban communities in the United States; use a grid system to identify locations on a map.</p>					
<ul style="list-style-type: none"> <li>7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places and environment.</li> <li>7.1.3.B Identify and locate places and regions as defined by physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>region</li> <li>population</li> <li>urban</li> <li>harbor</li> <li>transportation</li> <li>grid system</li> </ul>	<ul style="list-style-type: none"> <li>Our Communities pg. 42 -49</li> <li>Urban, Suburban &amp; Rural Communities packet</li> <li>Map practice</li> <li>Map of the Room, island Map, and Design a Community projects</li> </ul>	<ul style="list-style-type: none"> <li>textbook</li> <li>Urban, Suburban &amp; Rural Communities packet</li> <li>map worksheets/packets</li> <li>construction paper and art supplies</li> </ul>	<ul style="list-style-type: none"> <li>rubrics</li> <li>communities quiz</li> </ul>	
<p><b>Objective:</b> 2: identify the features of a suburban community; compare urban and suburban areas; explain why people settle in suburban areas.</p>					
<ul style="list-style-type: none"> <li>7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places and environment.</li> <li>7.1.3.B Identify and locate places and regions as defined by physical and human features.</li> </ul>	<ul style="list-style-type: none"> <li>suburb</li> <li>suburban</li> </ul>	<ul style="list-style-type: none"> <li>Our Communities pg. 52 -55</li> <li>Urban, Suburban &amp; Rural Communities packet</li> <li>Map practice</li> <li>Map of the Room, island Map, and Design a Community projects</li> </ul>	<ul style="list-style-type: none"> <li>textbook</li> <li>Urban, Suburban &amp; Rural Communities packet</li> <li>map worksheets/packets</li> <li>construction paper and art supplies</li> </ul>	<ul style="list-style-type: none"> <li>rubrics</li> <li>communities quiz</li> </ul>	
<p><b>Objective:</b> 3: Identify features of a rural community; compare a rural area to urban and suburban areas; identify connections between rural, suburban and urban areas.</p>					



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<b>PA/Common Core Standards</b>	<b>Assessment Anchors/ Eligible Content</b>	<b>Key Vocabulary</b>	<b>Learning Activities</b>	<b>Materials/ Resources/ Technology Tools</b>	<b>Common Summative Assessments/ Targeted Outcomes</b>
<ul style="list-style-type: none"><li>• 7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places and environment.</li><li>• 7.1.3.B Identify and locate places and regions as defined by physical and human features.</li></ul>		<ul style="list-style-type: none"><li>• rural</li><li>• agriculture</li><li>• economy</li></ul>	<ul style="list-style-type: none"><li>• Our Communities pg. 56 -61</li><li>• Urban, Suburban &amp; Rural Communities packet</li><li>• Map practice</li><li>• Map of the Room, island Map, and Design a Community projects</li></ul>	<ul style="list-style-type: none"><li>• textbook</li><li>• Urban, Suburban &amp; Rural Communities packet</li><li>• map worksheets/packets</li><li>• construction paper and art supplies</li></ul>	<ul style="list-style-type: none"><li>• rubrics</li><li>• communities quiz</li></ul>



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**Area:** Unit 2 - Communities and Geography

**Big Idea:** Different communities have different landforms and bodies of water. People change and adapt to their surroundings.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<p><b>Objective:</b> 1: Use geographic tools to locate communities; use hemisphere and equator to find locations; understand relative location; use maps to understand surroundings.</p>					
<ul style="list-style-type: none"> <li>7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places and environment.</li> </ul>	<ul style="list-style-type: none"> <li>geographic tool</li> <li>continent</li> <li>hemishpere</li> <li>equator</li> <li>border</li> <li>prime meridian</li> <li>latitude</li> <li>longitude</li> </ul>	<ul style="list-style-type: none"> <li>Our Communities p. 82-87</li> <li>Continents practice</li> <li>Virtual field trip</li> </ul>	<ul style="list-style-type: none"> <li>textbook</li> <li>map worksheets, puzzles, computer games (playkidsdgames.com, Sheppard Software)</li> <li>maps and globe</li> <li>Google Earth</li> </ul>	<ul style="list-style-type: none"> <li>continents quiz</li> </ul>	
<p><b>Objective:</b> 2: Recognize and describe physical characteristics of places; identify landforms, climate, and vegetation of communities; identify and explain the purpose and elements of landform maps; identify the physical features of communities in the United States; explain how physical processes change the Earth's ecosystems.</p>					
<ul style="list-style-type: none"> <li>7.2.3.A Identify the physical characteristics of places and regions.</li> <li>7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places and environment.</li> <li>7.4.3.B Identify the effect of people on the physical systems within a community.</li> <li>7.2.3.B Identify the basic physical processes that affect the physical characteristics of places and regions.</li> </ul>	<ul style="list-style-type: none"> <li>physical feature</li> <li>mountain range</li> <li>valley</li> <li>plateau</li> <li>vegetation</li> <li>growing season</li> <li>erosion</li> <li>ecosystem</li> <li>landform map</li> </ul>	<ul style="list-style-type: none"> <li>Our Communities p. 90-97, 98-99</li> <li>Landform map</li> <li>Landform riddles and other worksheets</li> </ul>	<ul style="list-style-type: none"> <li>textbook</li> <li>paper</li> <li>worksheets</li> </ul>	<ul style="list-style-type: none"> <li>landform quiz</li> </ul>	



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PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<p><b>Objective:</b> 3: Identify the five geographical regions of the United States; explain that regions can share both physical and human characteristics; describe how communities can be part of more than one region.</p>					
<ul style="list-style-type: none"> <li>• 7.2.3.A Identify the physical characteristics of places and regions.</li> <li>• 7.3.3.A Identify the human characteristics of places and regions using the following criteria: Population, Culture, Settlement, Economic activities, Political activities</li> </ul>	<ul style="list-style-type: none"> <li>• preserve</li> </ul>	<ul style="list-style-type: none"> <li>• Our Communities p. 102 -105</li> <li>• Region of the USA Fact Fans</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> <li>• Regions of the US Fact Fans packet/handout, scissors, brass fasteners, art supplies</li> </ul>	<ul style="list-style-type: none"> <li>• rubric for Fact Fans</li> </ul>	
<p><b>Objective:</b> 4: Identify both living and non-living natural resources; understand the importance of renewable and non-renewable resources.</p>					
<ul style="list-style-type: none"> <li>• 7.1.3.B Identify and locate places and regions as defined by physical and human features.</li> <li>• 7.4.3.A Identify the effect of the physical systems on people within a community.</li> <li>• 7.4.3.B Identify the effect of people on the physical systems within a community.</li> </ul>	<ul style="list-style-type: none"> <li>• natural resources</li> <li>• mineral</li> <li>• renewable</li> <li>• nonrenewable</li> <li>• fuel</li> </ul>	<ul style="list-style-type: none"> <li>• Our Communities, p. 106 -109</li> <li>• natural resources sort</li> <li>• The Lorax (book/movie)</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> <li>• worksheet/word cards</li> <li>• writing response</li> </ul>	<ul style="list-style-type: none"> <li>• resources quiz</li> </ul>	



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**Area:** Unit 3 - Communities Over Time

**Big Idea:** Every community has a unique history. Some feature of a community change, while others stay the same, over time.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<b>Objective:</b> 1: Describe how the past, present, and future are all connected; identify the ways communities change over time and stay the same; interpret a simple historical time line; identify how a time line can be divided into different time periods.					
• 8.1.3.A Identify the difference between past, present and future using timelines and/or other graphic representations.		• decade • century • continuity • time line • millennium	• Our Communities, p. 156 -159, 160-161 • Time line project	• textbook • worksheets, paper	





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<p><b>Objective:</b> 2: Understand that inventions cause changes in many different areas; identify inventions that have changed communication, transportation, and daily living.</p>					
<ul style="list-style-type: none"> <li>• 8.1.3.A Identify the difference between past, present and future using timelines and/or other graphic representations.</li> <li>• 8.1.3.B Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</li> <li>• 8.3.3.A Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</li> <li>• 8.3.3.C Identify and describe how continuity and change have impacted U.S. history.</li> <li>• 8.1.3.C Conduct teacher guided inquiry on assigned topics using specified historical sources. (Reference RWSL Standard 1.8.3 Research)</li> <li>• 8.3.3.B Identify and describe historical documents, artifacts, and places critical to United States history.</li> </ul>	<ul style="list-style-type: none"> <li>• technology</li> </ul>	<ul style="list-style-type: none"> <li>• Our Communities, p. 170 -175</li> <li>• Invention/inventor research</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> <li>• Pebble Go, trade books, posters</li> </ul>	<ul style="list-style-type: none"> <li>• Invention/inventor project</li> </ul>	



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**Objective:** 3: Identify why and how the colonists fought for freedom from England; identify the major events and people of the Revolutionary War; understand the role of important documents in United States history; explain the importance of Thomas Jefferson and Benjamin Franklin in writing the Declaration of Independence.



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<ul style="list-style-type: none"> <li>• 8.3.3.C Identify and describe how continuity and change have impacted U.S. history.</li> <li>• 8.3.3.D Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.</li> <li>• 6.3.3.C Define tax and explain the relationship between taxation and government services.</li> <li>• 8.3.3.A Identify and describe the social, political, cultural, and economic contributions of individuals and groups in United States history.</li> <li>• 8.3.3.B Identify and describe historical documents, artifacts, and places critical to United States history.</li> <li>• 8.1.3.B Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</li> <li>• 5.1.3.D Identify key ideas about government found in significant documents: Declaration of Independence, United States Constitution, Bill of Rights</li> </ul>		<ul style="list-style-type: none"> <li>• freedom</li> <li>• colony</li> <li>• tax</li> <li>• revolution</li> <li>• independence</li> <li>• constitution</li> <li>• patriotism</li> <li>• president</li> </ul>	<ul style="list-style-type: none"> <li>• Our Communities, p. 204-209, 210-211</li> <li>• Early American history anticipation guide</li> <li>• Class discussion</li> <li>• Read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> <li>• worksheet/anticipation guide</li> <li>• Johnny Tremaine DVD</li> <li>• Dear American books</li> <li>• Brain POP videos</li> <li>• trade books</li> </ul>	<ul style="list-style-type: none"> <li>• quiz</li> </ul>



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<p><b>Objective:</b> 4: Describe changes that have led to the growth of the United States; understand causes and effects of events in United States history; compare history maps of the United States at two different times in history; use primary sources to identify information about the Lewis and Clark exploration.</p>	<ul style="list-style-type: none"> <li>• 8.3.3.C Identify and describe how continuity and change have impacted U.S. history.</li> <li>• 8.3.3.D Identify and describe how conflict and cooperation among groups and organizations have impacted the history and development of the US.</li> <li>• 7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places and environment.</li> <li>• 8.1.3.B Identify fact, opinion, multiple points of view, and primary sources as related to historical events.</li> <li>• 8.3.3.B Identify and describe historical documents, artifacts, and places critical to United States history.</li> </ul>	<ul style="list-style-type: none"> <li>• pioneer</li> <li>• civil war</li> <li>• territory</li> <li>• amendment</li> <li>• immigrant</li> <li>• history map</li> </ul>	<ul style="list-style-type: none"> <li>• Our Communities, p. 212 -219, 220-221, 222-223</li> <li>• Lewis and Clark webquest project</li> <li>• Lewis and Clark Pebble Go research</li> <li>• Oregon Trail simulation game</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> <li>• websites and packet</li> <li>• PebbleGo</li> <li>• PP and worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• diary entry</li> <li>• informational pamphlet</li> </ul>



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**Area:** Unit 6 - Working in Communities

**Big Idea:** People depend on one another to produce, buy, and sell goods and services. Good decision-making helps the economy of a family or a community.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<p><b>Objective:</b> 1: Identify consumers and producers and understand that they are dependent on one another; understand the importance of entrepreneurship.</p>					
<ul style="list-style-type: none"> <li>• 6.2.3.A Identify goods, services, consumers, and producers in the local community.</li> <li>• 6.1.3.B Identify needs and wants of people. Identify examples of natural, human, and capital resources.</li> <li>• 6.1.3.C Explain what is given up when making a choice.</li> <li>• 6.1.3.D Identify reasons why people make a choice.</li> <li>• 6.1.3.A Define scarcity and identify examples of resources, wants, and needs.</li> <li>• 6.5.3.A Explain why people work.</li> <li>• 6.5.3.B Identify different occupations.</li> </ul>	<ul style="list-style-type: none"> <li>• product</li> <li>• producer</li> <li>• entrepreneur</li> <li>• consumer</li> <li>• interdependence</li> <li>• wage</li> <li>• income</li> </ul>	<ul style="list-style-type: none"> <li>• Our Communities pg. 388 -392</li> <li>• Junior Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> <li>• JA resources</li> </ul>		



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PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<p><b>Objective:</b> 2: Identify the three types of resources used in a business; recognize the differences between human natural, and capital resources; identify the types of resources used by a specific type of business; understand the uses of special purpose maps; describe the land uses of a state; red, interpret, and draw land use and product maps.</p>					
<ul style="list-style-type: none"> <li>• 6.1.3.B Identify needs and wants of people. Identify examples of natural, human, and capital resources.</li> <li>• 6.1.3.A Define scarcity and identify examples of resources, wants, and needs.</li> <li>• 6.1.3.C Explain what is given up when making a choice.</li> <li>• 6.1.3.D Identify reasons why people make a choice.</li> <li>• 7.1.3.A Identify how basic geographic tools are used to organize and interpret information about people, places and environment.</li> </ul>	<ul style="list-style-type: none"> <li>• capital</li> <li>• raw material</li> <li>• human resource</li> <li>• capital resource</li> <li>• factory</li> <li>• manufacture</li> <li>• land use</li> </ul>	<ul style="list-style-type: none"> <li>• Our Communities pg. 394 -399</li> <li>• Junior Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> <li>• JA resources</li> </ul>		
<p><b>Objective:</b> 3: Explain why countries import and export goods.</p>					
<ul style="list-style-type: none"> <li>• 6.4.3.B Identify examples of trade, imports, and exports in the local community.</li> </ul>	<ul style="list-style-type: none"> <li>• international trade</li> <li>• import</li> <li>• export</li> </ul>	<ul style="list-style-type: none"> <li>• Our Communities pg. 400 -403</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> </ul>		



*Cocalico School District*  
*Course Curriculum Details*  
*Course: Citizenship/Social Studies - 3*

**Area:** Unit 6 - Working in Communities

**Big Idea:** People depend on one another to produce, buy, and sell goods and services. Good decision-making helps the economy of a family or a community.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<p><b>Objective:</b> 4: Identify and explain free markets; explain that competition in a free market economy affects pricing; understand how supply and demand affect pricing.</p>					
<ul style="list-style-type: none"> <li>• 6.5.3.A Explain why people work.</li> <li>• 6.5.3.B Identify different occupations.</li> <li>• 6.2.3.A Identify goods, services, consumers, and producers in the local community.</li> <li>• 6.2.3.B Identify competing sellers in the local market.</li> <li>• 6.2.3.D Define price and how prices vary for products.</li> <li>• 6.2.3.G Identify characteristics of the local economy.</li> <li>• 6.1.3.B Identify needs and wants of people. Identify examples of natural, human, and capital resources.</li> <li>• 6.1.3.C Explain what is given up when making a choice.</li> <li>• 6.1.3.D Identify reasons why people make a choice.</li> </ul>	<ul style="list-style-type: none"> <li>• profit</li> <li>• free market</li> <li>• competition</li> <li>• demand</li> <li>• supply</li> <li>• scarcity</li> </ul>	<ul style="list-style-type: none"> <li>• Our Communities pg. 422 -425</li> <li>• Junior Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> <li>• JA resources</li> </ul>		

**Objective:** 5: Understand that bartering is a direct exchange of goods and services; recognize money as a means of exchange; identify different forms of money used over time.



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PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<ul style="list-style-type: none"> <li>• 6.1.3.A Define scarcity and identify examples of resources, wants, and needs.</li> <li>• 6.2.3.F Identify private economic institutions.</li> <li>• 6.5.3.E Identify tangible and intangible assets.</li> </ul>		<ul style="list-style-type: none"> <li>• savings</li> <li>• interest</li> <li>• deposit</li> <li>• invest</li> <li>• budget</li> <li>• trade-off</li> <li>• opportunity cost</li> </ul>	<ul style="list-style-type: none"> <li>• Our Communities pg. 418 -421</li> <li>• Junior Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> <li>• JA resources</li> </ul>	
<p><b>Objective:</b> 6: Understand how people earn income and the types of work they do; explain the relationship between spending and saving; recognize the skills used to make economic decisions.</p>					
<ul style="list-style-type: none"> <li>• 6.5.3.A Explain why people work.</li> <li>• 6.5.3.B Identify different occupations.</li> <li>• 6.5.3.E Identify tangible and intangible assets.</li> <li>• 6.5.3.G Define saving and explain why people save.</li> </ul>		<ul style="list-style-type: none"> <li>• savings</li> <li>• deposit</li> <li>• interest</li> <li>• invest</li> <li>• budget</li> <li>• trade-off</li> <li>• opportunity cost</li> </ul>	<ul style="list-style-type: none"> <li>• Our Communities pg. 426 -435</li> <li>• Junior Achievement</li> </ul>	<ul style="list-style-type: none"> <li>• textbook</li> <li>• JA resources</li> </ul>	