



School District of Marshfield

# Learning Targets Elementary Social Studies **Grade 3**

2014 - 2015

## **A. Geography**

*Students know the location of places, geographic features, and patterns of the environment.*

- A.3.1. Understand that every place on Earth has an exact location defined by latitude and longitude**
- A.3.2. Understand that lines of latitude measure the distance north or south a place is from the equator; lines of longitude measure how far east or west a place is from the prime meridian**
- A.3.3. Create and label a compass rose as well as identify and list which directions are cardinal and which are intermediate**
- A.3.4. Identify and use a map scale to measure distances on a map**
- A.3.5. Identify the following major land and water forms: lake, river, volcano, mountain range, plateau, valley, peninsula, island, ocean, hill, canyon, desert, plain, coast, delta, pond, gulf, harbor, bay**
- A.3.6. Identify on a map the seven main continents and five (including southern ocean) main oceans without a word bank**
- A.3.7. On a North American map label: Canada, United States (including Alaska and Hawaii) and Mexico, Atlantic, Pacific, and Arctic Oceans, Gulf of Mexico, and Hudson Bay**

**A.3.8. Interpret legends (map key) and symbols when reading a map, globe, or chart**

**B. History**

*Students will understand the history of the local community and Wisconsin and how communities in North America varied long ago*

**B.3.1. Identify and examine various sources of information that are used for constructing an understanding of the past; such as artifacts, documents, letters, and diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts**

**B.3.2. Design a timeline to organize and sequence information describing Marshfield**

**B.3.3. Examine biographies to understand the lives of ordinary and extraordinary people; place them in time and context and explain their relationship to important historical events (specifically Jackie Robinson, Madame C.J Walker {Imagine-It text} Mayor Upham, and Fred Beell {Marshfield Unit})**

**B.3.4. Compare and contrast schools and businesses in Marshfield from the past and today (for example: Walmart/Target vs. Weinbrenner shoes, Simon Pflums Harness Shop, etc.)**

**B.3.5. Explain how Central Wisconsin's physical environment led to the development of the lumber and railroad industries which led to the development of Marshfield today**

**B.3.6. List the changes that occurred or remained the same as the result of the 1887 Marshfield Fire**

**B.3.7. Explore the significance of Earth Day (specifically in regards to preserving our natural resources; reducing, reusing, and recycling)**

**C. Government**

*Students will understand the Purpose and principles of government.*

- C.3.1. Understand what it means to be a citizen and list the four main responsibilities in being a good citizen (for example: voting, obeying laws, respecting others, and paying taxes)**
- C.3.2. List the main local elected official positions in Marshfield's local government (mayor, alderman, city manager, city clerk, etc.) and identify that this is one of the three levels of government local, state, and national**
- C.3.3. Understand the importance in the role of local officials and their impact on the well-being of the community (i.e. the Mayor, aldermen)**

**D. Economics**

*Students will understand economical concepts.*

- D.3.1. Recognize how to make an economic choice when spending money and understand trade-offs and opportunity costs**
- D.3.2. Describe how personal economic decisions, such as deciding what to buy or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world**

**E. Citizenship and Culture/ Behavior Sciences**

*Students will recognize and understand individual, cultural, and institutional forces that define and affect human behavior.*

- E.3.1. Create a Venn diagram comparing another culture, language, home, food, etc. from those in the United States**
- E.3.2. Discuss and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures (i.e. Grandmother Spider, Pecos Bill, Mike Fink, Paul Bunyon, Johnny Appleseed)**

## **F. Technology and Society**

*Students understand how new ideas and tools change the way people live.*

### **F.3.1. Understand how technology in Marshfield has changed over time**

## **G. Social Studies Skills**

*Students will blend reading, writing, and study skills into social studies content.*

### **G.3.1. Determine the main idea of a text; recount the key details and explain how they support the main idea**

### **G.3.2. Students will differentiate between fact and opinion**

### **G.3.3. Use information gained from illustrations (e.g. maps and photographs) and words within the text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)**

## Marshfield School District Scope & Sequence Pacing Guide

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**Grade Level: Grade 3**

**Content Areas: Social Studies**

**Quarter: 1**

<b>Topic-Unit</b>	<b>Learning Targets</b>	<b>Materials</b>	<b>Quarter</b>
<b>Latitude and Longitude</b>	<p>Understand that every place on Earth has an exact location defined latitude and longitude</p> <p>Understand that lines of latitude measure the distance north and south a place is from the equator; lines of longitude measure how far east or west a place is from the prime meridian.</p>	<i>Teacher created</i>	<b>40 days</b>
<b>Continents and Oceans</b>	<p>Create and label a compass rose as well as identify and list which directions are cardinal and which are intermediate.</p> <p>Identify on a map the seven main continents and five (including southern ocean) main oceans without a word bank</p> <p>On a North American map label: Canada, United States (including Alaska and Hawaii) and Mexico, Atlantic, Pacific, and Arctic Oceans, Gulf of Mexico, and Hudson Bay</p>		
<b>Maps</b> <ul style="list-style-type: none"><li>• Map Key</li><li>• Map Scale</li></ul>	<p>Identify and use a map scale to measure distances on a map</p> <p>Interpret legends (map key) and symbols when reading a map, globe, or chart</p>		

## Marshfield School District Scope & Sequence Pacing Guide

<b>Landforms</b>	<b>Identify the following major land and water forms: lake, river, volcano, mountain range, plateau, valley, peninsula, island, ocean, hill, canyon, desert, plain, coast, delta, pond, gulf, harbor, bay</b>		
<b>Citizenship and Culture/ Behavior Sciences</b>	<p><b>Create a Venn diagram comparing another culture, language, home, food, etc. from those in the United States</b></p> <p><b>Determine the main idea of a text; recount the key details and explain how they support the main idea</b></p>	<i>Imagine-It Book (Shin Dang Dong)</i>	
<b>History</b>	<p><b>Examine biographies to understand the lives of ordinary and extraordinary people; place them in time and context and explain their relationship to important historical events (specifically Jackie Robinson, Madame C.J Walker {Imagine-It text} Mayor Upham, and Fred Beell {Marshfield Unit})</b></p> <p><b>Determine the main idea of a text; recount the key details and explain how they support the main idea</b></p> <p><b>Use information gained from illustrations (e.g. maps and photographs) and words within the text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)</b></p>	<i>Imagine-It Book (Teammates--Jackie Robinson)</i>	

## Marshfield School District Scope & Sequence Pacing Guide

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**Grade Level: Grade 3**

**Content Areas: Social Studies**

**Quarter: 2**

<b>Topic-Unit</b>	<b>Learning Targets</b>	<b>Materials</b>	<b>Days</b>
<b>Economy Unit</b>	<b>Recognize how to make an economic choice when spending money and understand trade-offs and opportunity costs</b>  <b>Describe how personal economic decisions, such as deciding what to buy or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world</b>	<i>Teacher created</i>	<b>40 days</b>
<b>History</b>	<b>Examine biographies to understand the lives of ordinary and extraordinary people; place them in time and context and explain their relationship to important historical events (specifically Jackie Robinson, Madame C.J Walker {Imagine-It text} Mayor Upham, and Fred Beell {Marshfield Unit})</b>	<i>Imagine-It Book</i>	
<b>Social Studies Skills</b>	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea</b>  <b>Students will differentiate between fact and opinion</b>  <b>Use information gained from illustrations (e.g. maps and photographs) and words within the text to demonstrate understanding</b>	<i>Teacher created</i>	

## Marshfield School District Scope & Sequence Pacing Guide

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	<b>of the text (e.g. where, when, why, and how key events occur)</b>		
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**Grade Level: Grade 3**

**Content Areas: Social Studies**

**Quarter: 3**

<b>Topic-Unit</b>	<b>Learning Targets</b>	<b>Materials</b>	<b>Days</b>
<b>Government</b> <ul style="list-style-type: none"><li>• <b>Local (Marshfield)</b></li></ul>	<p><b>Understand what it means to be a citizen and list the four main responsibilities in being a good citizen (for example: voting, obeying laws, respecting others, and paying taxes)</b></p> <p><b>List the main local elected official positions in Marshfield's local government (mayor, alderman, city manager, city clerk, etc.) and identify that this is one of the three levels of government local, state, and national</b></p> <p><b>Understand the importance in the role of local officials and their impact on the well-being of the community (i.e. the Mayor, aldermen)</b></p>	<i><b>Marshfield Packet (Teacher created)</b></i>	<b>40 days</b>



## Marshfield School District Scope & Sequence Pacing Guide

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<b>Citizenship and Culture/ Behavior Sciences</b>	<b>Discuss and explain how language, stories, folk tales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures (i.e. Grandmother Spider, Pecos Bill, Mike Fink, Paul Bunyon, Johnny Appleseed)</b>	<b><i>Imagine-It Book (Grandmother Spider)</i></b>	
<b>Social Studies Skills</b>	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea</b>  <b>Use information gained from illustrations (e.g. maps and photographs) and words within the text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)</b>		

## Marshfield School District Scope & Sequence Pacing Guide

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**Grade Level: Grade 3**

**Content Areas: Social Studies**

**Quarter: 4**

<b>Topic-Unit</b>	<b>Learning Targets</b>	<b>Materials</b>	<b>Quarter</b>
<b>Marshfield Unit</b>	<p><b>Identify and examine various sources of information that are used for constructing an understanding of the past; such as artifacts, documents, letters, and diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts</b></p> <p><b>Design a timeline to organize and sequence information describing Marshfield</b></p> <p><b>Examine biographies to understand the lives of ordinary and extraordinary people; place them in time and context and explain their relationship to important historical events (specifically Jackie Robinson, Madame C.J Walker {Imagine-It text} Mayor Upham, and Fred Beell {Marshfield Unit})</b></p> <p><b>Compare and contrast schools and businesses in Marshfield from the past and today (for example: Walmart/Target vs. Weinbrenner shoes, Simon Pflums Harness Shop, etc.)</b></p> <p><b>Explain how Central Wisconsin's physical environment led to the development of the lumber and railroad industries which led to the</b></p>	<i>Teacher created</i>	<b>40 days</b>

## Marshfield School District Scope & Sequence Pacing Guide

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	<b>development of Marshfield today</b>  <b>List the changes that occurred or remained the same as the result of the 1887 Marshfield Fire</b>  <b>Understand how technology in Marshfield has changed over time</b>		
<b>Earth Day</b>	<b>Explore the significance of Earth Day (specifically in regards to preserving our natural resources; reducing, reusing, and recycling)</b>	<i>Teacher created</i>	
<b>Social Studies Skills</b>	<b>Determine the main idea of a text; recount the key details and explain how they support the main idea</b>  <b>Use information gained from illustrations (e.g. maps and photographs) and words within the text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur)</b>		