

**Joliet Public Schools District 86**  
**Grade 3 Social Studies Curriculum**

<b>Unit Title</b>	<b>Standards</b>	<b>Unit Overview</b>
<p><b><u>Geography</u></b></p> <p><b>Trimester 1</b></p> <p><b>~ 6 weeks</b></p>	<ul style="list-style-type: none"> <li>● <b><u>SS.3.G.1</u></b> - Using print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.</li> <li>● <b><u>SS.3.G.2</u></b> - Explain how culture influences the way people modify and adapt to the environment or the way people do not modify and adapt to their environments.</li> <li>● <b><u>SS.3.G.3</u></b> - Describe the movement of goods, people, jobs, and/or information and the effect of the cultural and environmental characteristics on movement of goods.</li> </ul>	<p>This unit is designed to answer the question “How does Liberty State Park relate to geography and how humans interact with geography?” Students will learn how to locate key geographic features on a map and use a compass rose. The unit concludes with students identifying and describing the physical features of our local community and the diverse environments of North America that were home to a variety of Native American groups.</p>
<p><b><u>History</u></b></p> <p><b>Trimester 2</b></p> <p><b>~ 6 weeks</b></p>	<ul style="list-style-type: none"> <li>● <b><u>SS.3.G.1</u></b> - Using print and digital maps, globes, and other simple geographic models to identify topographic and other graphic representations of both familiar and unfamiliar locations.</li> <li>● <b><u>SS.3.H.1</u></b> - Create and use a chronological sequence of related events to compare developments that happened at the same time.</li> <li>● <b><u>SS.3.H.2</u></b> - Explain how the diverse perspectives of people and events develop and shape communities and/or regions.</li> <li>● <b><u>SS.3.H.3</u></b> – Identify and analyze how different kinds of historical sources are used to explain events in the past.</li> <li>● <b><u>SS.3.CV.1</u></b> – Explain how families, workplaces, organizations and government entities interact and affect communities in multiple ways.</li> </ul>	<p>This unit will enable students to explain how history and culture shape our community. Students will analyze why and how people immigrate to the United States and identify cultural contributions of diverse groups.</p>
<p><b><u>Economics</u></b></p> <p><b>Trimester 3</b></p> <p><b>~ 6 weeks</b></p>	<ul style="list-style-type: none"> <li>● <b><u>SS.EC.1.3</u></b> - Compare the goods and services that people in the local community produce and those that are produced in other communities.</li> <li>● <b><u>SS.EC.2.3</u></b> - Generate examples of the goods and services that governments provide.</li> <li>● <b><u>SS.EC.FL.3.3</u></b> - Describe the role of banks and other financial institutions in an economy.</li> <li>● <b><u>SS.EC.FL.4.3</u></b> - Explain that when people borrow, they receive something of value now and agree to repay the lender over time.</li> </ul>	<p>This unit guides students through answering the question “How are choices people make affected by available resources?” Students will be able to explain how goods and services are bought and sold at market, understanding that scarcity forces people to make decisions that have benefits and costs, by analyzing a simulated pattern of global trade.</p>