

# Wyoming Department of Education Required Virtual Education Course Syllabus

## Sheridan County School District # 1

Program Name	Sheridan County School District #1 Virtual School	Content Area	SS
Course ID	AC04433	Grade Level	3
Course Name	Grade 3 Social Studies	# of Credits	1
SCED Code	04433	Curriculum Type	Acellus

### COURSE DESCRIPTION

Acellus Grade 3 Social Studies courses allow students to build on previous knowledge and introduce concepts in the social studies disciplines: history, geography, civics and government, and economics. Students experience instruction of the disciplines integrated. Student study these disciplines through the context of a specific theme, exploring how they fit as a member of a community, a country, and the world. Students are introduced to maps and how where one lives affects ones life, how industry works, and how government works in the U.S.A. Students then continue to explore US History from early Native Americans to the Civil War, and finish up with an introduction to world history.

### WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) <a href="#">Use the Standards and Benchmarks as Spreadsheets</a>
SS5.1.1	Describe the basic rights and responsibilities of citizenship.
SS5.1.2	Understand the basic local, state, and national political processes (e.g., campaigning and voting).
SS5.1.3	Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).
SS5.1.4	Understand the purpose of the legal system.
SS5.1.5	Understand the purposes of the three branches of government.
SS5.2.1	Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.
SS5.2.2	Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).
SS5.2.4	Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie).
SS5.3.1	Give examples of needs, wants, goods, services, scarcity, and choice.
SS5.3.2	Identify basic economic concepts (e.g., supply, demand, price, and trade).
SS5.3.3	Identify and describe how science and technology have affected production and distribution locally, nationally, and globally (e.g., trains and natural resources).
SS5.3.4	Explain the roles and effect of money, banking, savings, and budgeting in personal life and society.
SS5.4.1	Describe how small changes can lead to big changes (cause and effect) (e.g., discovery of electricity).
SS5.4.2	Describe how tools and technology makes life easier; describe how one tool or technology evolves into another (e.g., telegraph to telephone to cell phone or horse-drawn wagon to railroad to car); identify a tool or technology that impacted history (e.g., ships allowed for discovery of new lands or boiling water prevented spread of disease).
SS5.4.4	Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.
SS2.5.1	Use a map, globe, and mental mapping to identify familiar areas and simple patterns and create maps using various media.
SS2.5.2	Identify, describe, and use local physical and human characteristics to discuss the similarities and differences between parts of the community.
SS2.5.3	Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.
SS2.5.4	Identify how people may adjust to and/or change their environment in order to survive (e.g., clothing, houses, foods, and natural resources).

SS2.6.1	Identify what kinds of information can be found in different resources (e.g., library, computer, atlas, and dictionary).	
SS2.6.3	Use digital tools to learn about social studies concepts.	
SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1 – What is a Community?	SS5.1.1; SS.5.2.1; SS2.6.3	Students discover what communities are, the geography and history of communities, communities in the United States and in the world, citizens of Asia, and using scales on a map. Student then review the biography of Sonia Manzano.
Unit 2 – Types of Communities	SS.5.2.1; SS5.4.4; SS2.5.1; SS2.5.2; SS2.6.3	Students distinguish between rural, suburban, and urban communities. Students then explore how a community changes from farm to town, read map skills featuring Chicago, Illinois, and compare two communities – Chicago in the USA to Tokyo in Japan. In conclusion, students review the biography of Samuel M. Williams.
Unit 3 – People Move from Community to Community	SS5.4.4, SS2.5.1; SS2.5.2; SS2.6.3	Students analyze the affect of relocating to a new community and to a new country, read map skills featuring Boston, Massachusetts, where immigrants come from, immigrant artists, discuss what it would be like to begin a new life by immigrating to America, and explore the Great Migration of African Americans moving from the south to the north. Students then review biographies of Jane Addams and Langston Hughes.
Unit 4 – Community Celebrations	SS5.2.2; SS5.2.2; SS2.5.2; SS2.6.3	Students gain an understanding of cultural celebrations, celebrating culture with dance, remembering and celebrating a community's past, national celebrations, and comparing Thanksgiving in the United States to N'cwala in Zambia in the southern part of Africa. Students then review the biography of Nan'yehi (Nancy Ward).
Unit 5 – The Environment of a Community	SS5.2.4; SS2.5.2; SS2.5.3; SS2.6.3	Students analyze and compare the physical characteristics of the Earth, the regions, assess a physical map, and distinguish the various climates of the United States. Students then are introduced to the concept of moving to a new region, how the homes of the Pueblo Indians in Taos, New Mexico, have changed, how to use a line graph, review the characteristics of communities and the value of natural resources, and how resources change people's lives. Students then review the biography of Maria Martinez.
Unit 6 – Where Do Communities Start?	SS5.4.2; SS2.5.1; SS2.5.3	Students are introduced to mountain, water, and crossroads communities, map skills featuring Glenwood Springs, observe the industries of Seattle, Washington, comparing the climates of different communities, highways and railways. Students then review the biographies of Daniel Boone and Harriet Tubman.

Unit 7 – History of Communities	SS5.2.3; SS2.5.1; SS2.6.1; SS2.6.3	Students are introduced to the first explorers who arrived in North America, and the countries who sent them, as well as Spanish, French, and English communities. Student then compare the communities of St. Augustine in the USA and Cadiz in Spain. Student then practice the skill of using a library to research, a exercise map skills as a useful navigation tool. In closing, students review the biography of Pocahontas.
Unit 8 – Changes in Communities	SS5.2.4; SS5.4.4; SS2.5.1; SS2.5.2; SS2.5.3; SS2.5.4	Students observe how transportation, communication, and medicine have changed. They are introduced to newer types of transportation, as well as map skills featuring the Oregon Trail. Students then practice using a timeline, review inventions for work and play, and participate in a virtual lesson involving the biography of Helen Keller.
Unit 9 – Commerce in a Community	SS5.3.4	Students are introduced to the economics of learning to earn, spend, and save money. Students review the history of currency, how to make wise choices and create a local business. The biographies of Roberto C. Goizueta and Madam C.J. Walker are then reviewed and discussed.
Unit 10 – Producing Goods	SS5.3.1; SS5.3.1; SS5.3.2; SS5.3.3; SS5.4.1; SS5.4.2; SS2.5.1; SS2.6.3	This unit covers the use of resources, people and machines at work. Students gain an understanding of the importance of working together, the benefits of world trade, and the resources available around the world. In closing, students review the biography of Henry Ford.
Unit 11 – Governments: Rights and Responsibilities	SS5.1.3; SS5.1.4; SS5.1.5; SS2.5.1; SS2.5.2; SS2.6.3	Students analyze the Pledge of Allegiance, the Declaration of Independence, the Constitution of the United States, the Bill of Rights, and the National Anthem. Students then compare the Magna Carta with the Constitution of the United States, analyze the history of governments in Athens, Greece, and review map skills featuring Washington, DC. Students then compare the communities of Ancient Rome to Washington, DC, and analyze points of view featuring King John and the Barons. In closing, students distinguish responsibilities and examples of being a good citizen and review the biography of William Bradford.
Unit 12 – Local Government	SS5.1.2; SS5.1.4; SS2.5.1; SS2.5.2; SS2.6.3	Students are introduced to the importance of services and leaders in a community, and how taxes pay for government services and facilities. Students then practice utilizing maps, identifying latitude and longitude, and analyzing the role of state governments. In conclusion, students review the biographies of Charles Curtis and Ronald Reagan.