

Wyoming Department of Education Required Virtual Education Course Syllabus

BIG HORN COUNTY SCHOOL DISTRICT #1

Program Name	WYCA	Content Area	Social Studies
Course ID	CAEL76505	Grade Level	3
Course Name	Social Studies 3 A	# of Credits	0.5
SCED Code	NoCourseSCED	Curriculum Type	Connections Academy

COURSE DESCRIPTION

In Social Studies 3 A, the student will focus on the theme of community with an emphasis on geography, early U.S. history, and government. In this course, the student will explore a variety of communities, past and present, from around the world. The student will learn geographic concepts such as place, location, and human interaction with the environment. The student will compare communities and examine the communities that were established in the settlement of North America. The foundational documents of the United States receive special attention, and the student will learn about the U.S. political system. The rights and responsibilities of citizens shape the study of the three branches of government, and governance on national, state, and local levels. Reading, critical thinking, and problem-solving skills lessons are incorporated throughout the course. The course text is Pearson's myWorld Social Studies: We Are Connected workbook. Multimedia resources, including videos and interactive websites, enhance and support the content.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK
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.
SS.5.2.1	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.
SS5.4.1	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).
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).
SS2.6.3	Use digital tools to learn about social studies concepts.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES
<p>Unit 1: Our Communities In this unit, your student will learn about characteristics of communities and learn about what makes a good community. He will learn how location and resources impact the establishment of communities and identify three types of communities. He will also learn about cultural differences in communities in different parts of the world. Lastly, your student will use map skills to locate and describe places and learn to make generalizations about communities based on facts.</p>	SS.5.2.1 , SS2.5.1, SS2.5.2 , SS2.5.3, SS2.6.3	<ul style="list-style-type: none"> Identify and describe characteristics of communities in the present and the past. Compare and contrast types of communities. Describe the impact of location and resources on the development of communities. Use absolute and relative location to describe places and features on maps. Draw general conclusions about communities from facts.
<p>Unit 2: Our Environment In this unit, your student will learn ways that people interact with the planet. She will compare characteristics of geographical regions such as landforms and bodies of water. She will recognize that weather and climate can vary from place to place, and will analyze the effects of weather on humans and ecosystems. She will also interpret features of maps. Your student will compare how people in different communities interact with their physical environment and will identify cause and effect relationships between humans and their environment.</p>	SS5.4.1, SS2.5.4, SS2.6.3	<ul style="list-style-type: none"> Compare characteristics of different geographical regions. Analyze the effect of weather and climate on humans and ecosystems. Interpret features of maps. Compare how people in different communities interact with their physical environment. Identify cause and effect relationships.

<p>Unit 3: Communities Build a Nation In this unit, your student will describe interactions between Europeans and Native Americans. He will describe the contributions made by the European, French, and Spanish explorers. Your student will read and analyze timelines to understand the order of events in American history. He will identify the causes of the American Revolution and its impact on American history. Finally, he will identify the sequence of events in texts.</p>	<p>SS5.4.2, SS2.6.3</p>	<ul style="list-style-type: none"> • Describe interactions between Europeans and Native Americans. • Describe the contributions made by the European, French, and Spanish explorers. • Read and analyze timelines. • Identify the impact of the American Revolution on the nation's history. • Identify sequences of events in texts.
<p>Unit 4: U.S. Government In this unit, your student will explore the ways that a government can meet the needs of its citizens. She will identify the three branches of government and the responsibilities of each branch. Your student will also identify the three levels of government and the responsibilities of each level. She will summarize texts by identifying main ideas and supporting details, and she will compare viewpoints on different issues.</p>	<p>SS5.1.2, SS5.1.3, SS5.1.4, SS5.1.5, SS2.6.3</p>	<ul style="list-style-type: none"> • Summarize the ways that a government can meet the needs of its citizens. • Identify and describe the three branches of government. • Identify and describe the three levels of government. • Identify main idea and supporting details in a text. • Compare viewpoints.