

La Crosse School District
Social Studies Curriculum

Third Grade	Essential Questions	WI State Model Standards ELA Priority Standards/ELO's	Learning Targets	I Can Statements
3-1 Map Skills/Global Communities (Quarter 1)	<p>How do maps and globes and their specific tools represent earth's features?</p> <p>What are the essential elements of a map?</p> <p>How many continents and oceans are found on Earth? Where are the 7 continents and 4 oceans located and what are their names?</p> <p>Where are major geographic features located on a map of Earth or a globe? How do maps represent places on Earth?</p> <p>How do maps represent different information?</p>	<p>A.4.1, A.4.2, A.4.3, A.4.4, A.4.5</p> <p>RI.3.7 RI.3.10</p>	<p>Student will identify and define the following words:</p> <ul style="list-style-type: none"> ●geography ●continents:North America, South America, Europe, Asia, Africa, Australia, Antarctica ●oceans (Arctic, Atlantic, Indian, and Pacific) ●latitude and longitude: equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, Tropic of Cancer and Tropic of Capricorn ●hemisphere: north vs. south, east vs. west ●Map types: political, physical, and climate ●keys or legends, map title, map scale 	<p>*I can identify the seven continents and four oceans.</p> <p>*I can identify the important lines of latitude and longitude, including the equator, Arctic Circle, Antarctic Circle, poles, Prime Meridian, and tropics.</p> <p>*I can identify hemispheres on maps and globes.</p> <p>*I can identify and explain the purpose of different map types.</p> <p>*I can read and understand maps by using the map title, map key and/or legend, and map scale.</p>

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3-1 Map Skills/Global Communities (cont'd)			<ul style="list-style-type: none"> ●cardinal and intermediate directions, and compass roses on maps and globes. ●Geographic Landforms: mountain range, peninsula, island, river, lake, marsh, plateau, bluff, valley, etc. ●Students will label a map of continents and oceans from memory. 	<p>*I can use a compass rose with cardinal/intermediate directions to locate places on a map. *I can identify and describe characteristics of geographic landforms, such as a mountain range, peninsula, island, river, lake, marsh, plateau, bluff, valley, etc.</p>

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3-2 Democracy (Quarter 1 or Quarter 2)	<p>What is a citizen and his/her rights and responsibilities?</p> <p>For what purposes do governments exist? What would happen if we had no government?</p> <p>Why do we need laws/rules?</p> <p>How is government useful to citizens?</p> <p>Why is public service important to democracy?</p> <p>How is the local government structured, maintained, and changed?</p> <p>How does being a good citizen affect others?</p> <p>How does good citizenship matter in a democracy?</p> <p>What knowledge and skills are needed to participate effectively in our political system?</p> <p>How do citizens make their voices heard and show patriotism?</p>	<p>A.4.8, B.4.1, B.4.2, B.4.3, B.4.4, B.4.5, B.4.6, B.4.7, B.4.9, B.4.10, C.4.1, C.4.2, C.4.3, C.4.4, C.4.5, C.4.6, D.4.5, D.4.6, E.4.2, E.4.3, E.4.4, E.4.5, E.4.6, E.4.7, E.4.8, E.4.9, E.4.10, E.4.11, E.4.12, E.4.14,</p> <p>RI.3.7 RI.3.10</p>	<p>Student will be able to define:</p> <ul style="list-style-type: none"> ● citizenship/citizen ● democracy ● school rules and laws ● rights and responsibilities ● government ● public service ● Vote, voting booth, ballot, campaign, candidate, election ● Three branches of government (local only): legislative (city council), executive (mayor), judicial (municipal court) ● patriotism 	<p>*I can describe what a democracy is.</p> <p>*I can list our school rules and why they are important.</p> <p>*I can give examples of laws that keep me safe in my community.</p> <p>*I can give examples of public services the local government provides.</p> <p>*I can identify the three branches of the local government and the members of each.</p> <p>*I can give examples of rules/laws in our community. (ie. speed limits, seat belts, street signs, etc.)</p> <p>*I can explain the qualities and actions of a good citizen.</p>

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3-2 Democracy (cont'd)	<p>What does it mean to be a citizen in a global community? What is the role of the citizen in the local community?</p> <p>How can elementary students be good citizens?</p>			<p>*I can describe the rights and responsibilities of citizens (ie. voting, jury duty, paying taxes, etc.)</p> <p>*I can explain why it is important for citizens to participate in their government.</p>

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<p>3-3 World Climates and/or Biomes</p> <p>(Quarter 2, Quarter 3, or Quarter 4)</p>	<p>How does where I live influence how I live?</p> <p>How do geography, climate, and natural resources affect the way people live and work?</p> <p>How are living things connected?</p> <p>Why do living things exist in different types of environments or habitats?</p> <p>How are all regions/biomes alike and/or different?</p> <p>What can threaten a region/biome?</p> <p>How does an animal or plant's habitat affect its survival?</p> <p>What causes conflict between human and animal/plant habitats (biomes)? What is the relationship between humans and habitats (biomes)?</p> <p>Why should we care about regions/biomes?</p> <p>What is the relationship between regions/biomes and adaptations?</p>	<p>A.4.1, A.4.2, A.4.3, A.4.4, A.4.6, A.4.9, B.4.1, B.4.2, B.4.3, B.4.4, B.4.8, B.4.9, C.4.1, E.4.4, E.4.13, E.4.15</p> <p>RI.3.7 RI.3.10</p>	<p>Students will be able to define and describe:</p> <ul style="list-style-type: none"> ● regions/biomes (climate zones): polar/tundra/taiga desert, tropical rainforest, other forests, grasslands, alpine/mountain, wetlands, oceanic, etc. (bolded are mandatory) ● adapt/adaptations: define how plants, animals, and humans adapt to the various world climates. ● natural resources: how people use and affect the availability of natural resources; from where certain natural resources come 	<p>*I can find and describe the landforms, climate, and vegetation of specific regions/biomes.</p> <p>*I can define and locate regions/biomes.</p> <p>*I can define and describe specific vocabulary related to the world climates: polar, desert, rain forest, temperate, alpine, etc.</p> <p>*I can define and describe world climate regions: examples: cold, hot/wet, and hot/dry.</p> <p>*I can define human/environment interaction and give examples of it.</p> <p>*I can define movement (migration) and give examples of it.</p>

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3-3 World Climates and/or Biomes (cont'd)		E.4.1, A.4.7, RI.3.7 RI.3.10	Students will be able to identify the biomes in relation to the U.S. Students will express how current events affect global regions/biomes	*I can define how plants, animals, and humans adapt to the various world climates *I can name ways that the environment has been affected and changed by the local community. *I can express how current events affect global regions