

3rd Grade Social Studies UbD

Curriculum/Content Area: Social Studies	Course Length: Academic Year
Course Title: 3rd Grade Social Studies	Date last reviewed:
Prerequisites: Not Applicable	Board approval date:
Primary Resource: TBD	K-5 Progression of Content & Skills

Desired Results

Course description and purpose: Social Studies standards are integrated within our literacy curriculum where there are logical opportunities to make these connections. In third grade, all of our social studies standards naturally lend themselves to integration.

<p>Enduring Understandings Students will understand...</p> <p>Social Studies</p> <ol style="list-style-type: none"> 1. <i>that geography influences needs, culture, opportunities, choices, interests, and skills.</i> 2. <i>that over time, global societies are diverse creating varied perspectives, contributions, and challenges.</i> 3. <i>that knowledge of the past helps one understand the present and make decisions about the future.</i> 4. <i>that information can be acquired from a variety of sources.</i> 5. <i>that text and organizational tools communicate different kinds of information.</i> 6. <i>that there are multiple ways to communicate their understanding of our world today.</i> 7. <i>that human interaction influences behavioral, economic, and political activities.</i> 8. <i>that individuals, groups, societies and cultures address human needs and concerns.</i> 	<p>Essential Questions:</p> <p>A. Geography</p> <ol style="list-style-type: none"> 1. How do maps, globes, and other geographic representation tools reflect history, culture, politics, and economics? 2. How does where I live influence how I live? 3. How do geography, climate, and natural resources affect the way people live and work? 4. What are the cultural factors of civilizations, and what functions do they serve? <p>B. History</p> <ol style="list-style-type: none"> 1. What should we do if primary sources disagree? 2. How does the past influence the present? 3. What are the historical factors of civilizations, and what functions do they serve? 4. How do competing interests influence how power is gained, distributed, and exercised? <p>C. Political Science</p>
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<p>9. <i>that conflict resolution can involve aggression, compromise, cooperation, and change.</i></p> <p>10. <i>that democratic societies must balance the rights and responsibilities of individuals with the common good.</i></p>	<ol style="list-style-type: none"> 1. What knowledge and skills are needed to participate effectively in our political system? 2. How are governments created, structured, maintained, and changed? 3. What is the role of the citizen in the community, nation, and world? <p>D. Economics</p> <ol style="list-style-type: none"> 1. How do scarcity and competition influence decision-making at the personal, business, and government levels? 2. What causes change in the U.S. economy? 3. How do different economic systems and trade policies impact a person's way of life/standard of living? 4. What role should government play in the potential regulation of an economy? <p>E. Behavioral Science</p> <ol style="list-style-type: none"> 1. How do others, the media, and society influence our identity and the choices we make? 2. What are the characteristics, benefits, and challenges of a diverse society?
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<p>Reading, Research and Writing About Countries Around the World</p>
<p>Standards Wisconsin Model Academic Standards</p>
<p>History EQ1: B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts</p> <p>Geography EQ1: A.4.1 Use reference points, latitude and longitude, direction, size, shape, and scale to locate positions on various representations of the earth's surface. A.4.2 Locate on a map or globe physical features such as continents, oceans, mountain ranges, and land forms, natural features such as resources, flora, and fauna; and human features such as cities, states, and national borders.</p>

A.4.3 Construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain ranges.

Geography EQ2:

A.4.4 Describe and give examples of ways in which people interact with the physical environment, including use of land, location of communities, methods of construction, and design of shelters

History EQ3:

B.4.5 Identify the historical background and meaning of important political values such as freedom, democracy, and justice

Economics EQ2:

D.4.7 Describe how personal economic decisions, such as deciding what to buy, what to recycle, or how much to contribute to people in need, can affect the lives of people in Wisconsin, the United States, and the world

Behavioral Science EQ2:

E.4.4 Describe the ways in which ethnic cultures influence the daily lives of people

E.4.5 Identify and describe institutions such as school, church, police, and family, and describe their contributions to the well being of the community, state, nation, and global society

E.4.11 Give examples and explain how language, stories, folktales, music, and other artistic creations are expressions of culture and how they convey knowledge of other peoples and cultures

E.4.13 Investigate and explain similarities and differences in ways that cultures meet human needs

E.4.14 Describe how differences in cultures may lead to understanding or misunderstanding among people

Learning Targets Addressed

Learning through Reading, Research and Writing: Countries around the World

Integrated Targets

- I can focus my research by choosing a lens through which to study a topic.
 - *Lenses may include: physical features, natural features, human features, relationships between people and physical environment, political views, fundamentals of the economy, institutions (schools, government), literature, music (Bend 1, A.4.1, A.4.2, A.4.4, B.4.5, D.4.7, E.4.4 {E.4.13, E.4.14}, E.4.5, E.4.11)*
- I can use tools and resources that were helpful in past projects and plan how I would use them on new projects.
 - *Tools may include artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs and charts (Bend 1, B.4.1)*
- *I can construct a map of the world from memory, showing the location of major land masses, bodies of water, and mountain. (Bend 1, A.4.3)*

**If Then Units in Reading and Writing as a resource*

Integrated Social Studies - Literacy Units

Integrated Unit(s):**Reading Unit 2 - Reading to Learn: Main Ideas and Text Structures****Standards****Wisconsin Model Academic Standards****Geography EQ1:**

A.4.5 Use atlases, databases, grid systems, charts, graphs, and maps to gather information about the local community, Wisconsin, the United States, and the world

Learning Targets Addressed**Reading Unit 2 - Reading to Learn***Additional Learning Target*

- *I can use text features such as atlases, databases, grid systems, charts, graphs and maps to gather information about a topic. (Add in to Bend 1, A.4.5)*

Integrated Unit(s):**Writing Unit 3 - Changing the World: Persuasive Speeches, Petitions and Editorials****Standards****Wisconsin Model Academic Standards****History EQ2:**

B.4.1 Identify and examine various sources of information that are used for constructing an understanding of the past, such as artifacts, documents, letters, diaries, maps, textbooks, photos, paintings, architecture, oral presentations, graphs, and charts

B.4.8 Compare past and present technologies related to energy, transportation, and communications and describe the effects of technological change, either beneficial or harmful, on people and the environment

Behavioral Science EQ2:

E.4.9 Explain how people learn about others who are different from themselves

Geography EQ3:

A.4.8 Identify major changes in the local community that have been caused by human beings, such as a construction project, a new highway, a building torn down, or a fire; discuss reasons for these changes; and explain their probable effects on the community and the environment

A.4.9 Give examples to show how scientific and technological knowledge has led to environmental changes, such as pollution prevention measures, air-conditioning, and solar heating

Political Science EQ3:

C.4.5 Explain how various forms of civic action such as running for political office, voting, signing an initiative, and speaking at hearings, can contribute to the well-being of the community

C.4.6 Locate, organize, and use relevant information to understand an issue in the classroom

or school, while taking into account the viewpoints and interests of different groups and individuals

Learning Targets Addressed

Writing Unit 3 - Changing the World

Integrated Targets

- I can use research to learn more about a topic and present it to others. (Bend 1-4, C.4.6)
- I can see problems and imagine solutions for people in my community. (Bend 1, E.4.9)
- I can collect a variety of evidence to support my opinion. (Bend 2, B.4.1)
- I can understand the purpose and real-world application of persuasive speeches, editorials, petitions and persuasive letters. (Bend 3, C.4.5)
- *I can make a real-world difference by thinking about the cause and effect relationship of global initiatives (pollution, sustainable communities, climate action, affordable and clean energy, poverty, hunger, healthy living, education, innovation and infrastructure etc.).* (Bend 4, B.4.8, A.4.8, A.4.9)

Integrated Unit(s):

Reading Unit 4 - Character Studies (Spiral Book 3)

Standards

Wisconsin Model Academic Standards

Political Science EQ1:

C.4.3 Explain how families, schools, and other groups develop, enforce, and change rules of behavior, and explain how various behaviors promote or hinder cooperation

Behavioral Science EQ1:

E.4.1 Explain the influence of prior knowledge, motivation, capabilities, personal interests, and other factors on individual learning

E.4.2 Explain the influence of factors such as family, neighborhood, personal interests, language, likes and dislikes, and accomplishments on individual identity and development

E.4.6 Give examples of group and institutional influences such as laws, rules, and peer pressure on people, events, and culture

Behavioral Science EQ2:

E.4.3 Describe how families are alike and different, comparing characteristics such as size, hobbies, celebrations, where families live, and how they make a living

Learning Targets Addressed

Reading Unit 4 - Character Studies

Integrated Targets

- I can think deeply about a characters (*and real people*) and ask, "Why might they be acting this way?" (*I can think about how their action effect the people around them*). (Bend 1, C.4.3)
- I can pay close attention to the roles that secondary characters in a story play in the

main character's (*and real people's*) journey. (Bend 2, E.4.2, E.4.6)

- I can anticipate that the character will be tested in some way. When this happens, I can notice how the character reacts, the choices he makes that set him in a new direction and they reflect on the significance of the moment to his journey (*focusing on their prior experiences and interests*). (Bend 2, E.4.1)
- I can compare how characters (*and real people*) are alike and different. (Bend 3, E.4.3)

Integrated Unit(s):
Reading Unit 7 - Biography Book Clubs

Standards
Wisconsin Model Academic Standards

History EQ1:

B.4.3 Examine biographies, stories, narratives, and folktales to understand the lives of ordinary and extraordinary people, place them in time and context, and explain their relationship to important historical events

History EQ2:

B.4.4 Compare and contrast changes in contemporary life with life in the past by looking at social, economic, political, and cultural roles played by individuals and groups

B.4.7 Identify and describe important events and famous people in Wisconsin and United States history

Political Science EQ1:

C.4.1 Identify and explain the individual's responsibilities to family, peers, and the community, including the need for civility and respect for diversity

Behavioral Science EQ1:

E.4.7 Explain the reasons why individuals respond in different ways to a particular event and the ways in which interactions among individuals influence behavior

Behavioral Science EQ2:

E.4.12 Give examples of important contributions made by Wisconsin citizens, United States citizens, and world citizens

Learning Targets Addressed

Reading Unit 7 - Biography Book Clubs

Integrated Targets

- I can make connections between the text I am reading and the events of the time period by comparing and contrasting books I have already read so can understand the subject's experiences. (Bend 1, B.4.3, B.4.7)
- I can compare and contrast the subject and/or time period by asking "What in this book is similar or different to my life in particular?" so that they can deepen their understanding of the subject. (Bend 1, B.4.4)

- I can study other people in the person's life who have played a key role in shaping the person's life story and in leading the person to stay true to their pursuits. (Bend 2, C.4.1)
- I can glean bigger ideas from biographies by recognizing how the picture painted about one person's life comments on the world at large, history or society (Bend 2, E.4.7)
- I can note the message a character's life offers me by noticing that the subject of the story did something big enough for the world to sit up and take notice. (Bend 2, E.4.12)