

Select a Course:	Social Studies Grade 3
Teacher:	CORE Social Studies Grade 3
Course:	Social Studies Grade 3
Year:	2016-17
Months:	- All -

August

Communities: Near & Far / Trimester 1: Chicago

Enduring Understandings

Essential Questions

Standards

Knowledge & Skills

Academic Language

Students will understand how to develop essential questions and explain the importance of the questions to self and others.

Students will understand how to gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.

Students will know how to develop claims using evidence from multiple sources to answer essential questions.

Students will know how to recognize, construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.

Students will be able to identify a range of local problems and some ways in which people are trying to address these problems.

What is the significance of rules and responsibilities in a given area? (Unit Question)

What are goods and services and how to they differ by area or region? (Unit Question)

What is the function of banks and loans? (Essential Question)

What are significant landform and bodies of water in a specific region? (Unit Question)

What are the significant people, artifacts, and events in a region's history? (Unit Question)

How do geography, history, and culture shape a community? (Essential Question)

How are

3.SS.SS.1 - Describe aspects of the state that reflect its cultural heritage.

3.SS.E.1 - Give examples of producers in the economy and identify what they produce.

3.SS.E.2 - Know how imported and exported goods relate to the economy of Illinois.

3.SS.E.3 - Identify services and goods that are provided by the government.

3.SS.E.4 - Identify job opportunities in Illinois.

3.SS.G.1 - Identify Illinois on a map of the United States.

3.SS.G.2 - Use basic map skills to gather information from a map.

3.SS.PS.5 - Discuss the cultural contributions of people from various regions of Illinois and how they help form their heritage.

3.SS.PS.6 - Trace migration patterns into, out of, and within Illinois and describe their social and cultural impact.

RI.3.1 - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 - Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3 - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.4 - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a

Students will know that groups of people make rules to create responsibilities and protect freedoms, that may change over time.

Students will know that governments provide goods and services, describe the roll of banks, and that people can borrow from a lender with an agreement.

Students will be able to identify locations of bodies of water and landforms while understanding products connect people to different places.

Students will be able to sequence of people, artifacts, and events in history leading to change in a community or region.

Word Level: Tier II

cause, effect, sequence, compare, contrast, relationship, connection, link/connect, association, similarity, difference, similar, different, differ, vary

Word Level: Tier III

wants, needs, supply, demand, goods, services, economics, profit, income, producer, consumer, trade, tax, loan, interest, import, export, landform, ocean, lake, river, immigrant, fertile

Sentence Level

This culture differs from my own, because...
This culture is similar to my own, because...
The relationship that exists between the two cultures is...
The sequence of historical events that exist are...
This culture compares/contrasts to the _____ culture, because...












Discourse Level

glossary sidebar footnotes webpage

	communities around the world the same? How are they different? (Essential Question)	<p>grade 3 topic or subject area.</p> <p>RI.3.5 - Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.6 - Distinguish their own point of view from that of the author of a text.</p> <p>RI.3.7 - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.8 - Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>RI.3.9 - Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>RI.3.10 - By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p>	multimedia source explanatory text article
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September	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
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October	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
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November	<p> Cities Near and Far: Trimester 2: Teacher Choice for City</p>				
	Enduring Understandings ✕	Essential Questions ✕	Standards ✕	Knowledge & Skills ✕	Academic Language ✕
	<p> Students will understand how to develop essential questions and explain the importance of the questions to self and other.</p> <p> Students will understand how to gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p> Students will know how to develop claims using evidence from multiple</p>	<p> What is the significance of rules and responsibilities in a given area.</p> <p> What are goods and services and how to they differ by area or region.</p> <p> What is the fuction of banks and loans?</p> <p> What are significant landform and bodies of water in</p>	<p>SS.CV.3.1 - Civic and Political Institutions ~ Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.</p> <p>SS.CV.3.2 - Civic and Political Institutions ~ Explain how groups of people make rules to create responsibilities and protect freedoms.</p> <p>SS.CV.3.3 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles ~ Compare procedures for making decisions in the classroom, school, and community.</p> <p>SS.CV.3.4 - Processes, Rules, and Laws</p>	<p> Students will know that groups of people make rules to create responsibilities and protect freedoms, that may change over time.</p> <p> Students will know that governments provide goods and services, describe the roll of banks, and that people can borrow from a lender with an agreement.</p>	<p> <u>Word Level: Tier II</u></p> <p>cause, effect, sequence, compare, contrast, relationship, connection, link/connect, association, similarity, difference, similar, different, differ, vary</p> <p><u>Word Level: Tier III</u></p> <p>wants, needs, supply, demand, goods, services, economics, profit, income,</p>

<p>sources to answer essential questions.</p> <p> Students will know how to recognize, construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p> Students will be able to identify a range of local problems and some ways in which people are trying to address these problems.</p>	<p>a specific region?</p> <p> What are the significant people, artifacts, and events in a region's history?</p>	<p>~ Describe how people have tried to improve their communities over time.</p> <p>SS.EC.3.1 - Economic Decision Making ~ Compare the goods and services that people in the local community produce and those that are produced in other communities.</p> <p>SS.EC.3.2 - Exchange and Markets ~ Generate examples of the goods and services that governments provide.</p> <p>SS.EC.FL.3.1 - Financial Literacy ~ Describe the role of banks and other financial institutions in an economy.</p> <p>SS.EC.FL.3.2 - Financial Literacy ~ Explain that when people borrow, they receive something of value now and agree to repay the lender over time.</p> <p>SS.G.3.1 - Geographic Representations ~ Locate major landforms and bodies of water on a map or other representation.</p> <p>SS.G.3.2 - Human-Environment Interaction ~ Compare how people modify and adapt to the environment and culture in our community to other places.</p> <p>SS.G.3.3 - Global Interconnections ~ Show how the consumption of products connects people to distant places.</p> <p>SS.H.3.1 - Change, Continuity, and Context ~ Create and use a chronological sequence of events.</p> <p>SS.H.3.2 - Perspectives ~ Describe how significant people, events, and developments have shaped their own community and region.</p> <p>SS.H.3.3 - Historical Sources and Evidence ~ Identify artifacts and documents as either primary or secondary sources of historical data from which historical accounts are constructed.</p>	<p> Students will be able to identify locations of bodies of water and landforms while understanding products connect people to different places.</p> <p> Students will be able to sequence of people, artifacts, and events in history leading to change in a community or region.</p>	<p>producer, consumer, trade, tax, loan, interest, import, export, landform, ocean, lake, river, immigrant, fertile</p> <p> <u>Sentence Level</u></p> <p>This culture differs from my own, because... This culture is similar to my own, because... The relationship that exists between the two cultures is... The sequence of historical events that exist are... This culture compares/contrasts to the _____ culture, because...</p> <p> <u>Discourse Level</u></p> <p>glossary sidebar footnotes webpage multimedia source explanatory text article</p>
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December	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
January	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>
February	<p>Enduring Understandings ✕</p>	<p>Essential Questions ✕</p>	<p>Standards ✕</p>	<p>Knowledge & Skills ✕</p>	<p>Academic Language ✕</p>

March	Cities Near and Far- Trimester 3: Student Choice				
Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language	
<p> Students will understand how to develop essential questions and explain the importance of the questions to self and others.</p> <p> Students will understand how to gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p> Students will know how to develop claims using evidence from multiple sources to answer essential questions.</p> <p> Students will know how to recognize, construct and critique arguments and explanations using reasoning, example, and details from multiple sources.</p> <p> Students will be able to identify a range of local problems and some ways in which people are trying to address these problems.</p>	<p> What are goods and services and how to they differ by area or region? (Unit Question)</p> <p> What are significant landform and bodies of water in a specific region? (Unit Question)</p> <p> What are the significant people, artifacts, and events in a region's history? (Unit Question)</p> <p> What is the function of banks and loans? (Essential Question)</p> <p> What is the significance of rules and responsibilities in a given area? (Unit Question)</p>	<p>SS.IS.3-5.1 - Constructing Essential Questions ~ Develop essential questions and explain the importance of the questions to self and others.</p> <p>SS.IS.3-5.2 - Constructing Supporting Questions ~ Create supporting questions to help answer essential questions in an inquiry.</p> <p>SS.IS.3-5.3 - Determining Helpful Sources ~ Determine sources representing multiple points of view that will assist in answering essential questions.</p> <p>SS.IS.3-5.4 - Gathering and Evaluating Sources ~ Gather relevant information and distinguish among fact and opinion to determine credibility of multiple sources.</p> <p>SS.IS.3-5.5 - Developing Claims and Using Evidence ~ Develop claims using evidence from multiple sources to answer essential questions.</p> <p>SS.IS.3-5.6 - Communicating Conclusions ~ Construct and critique arguments and explanations using reasoning, examples, and details from multiple sources.</p> <p>SS.IS.3-5.7 - Critiquing Conclusions ~ Identify a range of local problems and some ways in which people are trying to address these problems.</p> <p>SS.IS.3-5.8 - Taking Informed Action ~ Use listening, consensus-building, and voting procedures to decide on and take action in their classroom and school.</p>	<p> Students will be able to identify locations of bodies of water and landforms while understanding products connect people to different places.</p> <p> Students will be able to sequence of people, artifacts, and events in history leading to change in a community or region.</p> <p> Students will know that governments provide goods and services, describe the roll of banks, and that people can borrow from a lender with an agreement.</p> <p> Students will know that groups of people make rules to create responsibilities and protect freedoms, that may change over time.</p>	<p> <u>Word Level: Tier II</u> cause, effect, sequence, compare, contrast, relationship, connection, link/connect, association, similarity, difference, similar, different, differ, vary</p> <p><u>Word Level: Tier III</u> wants, needs, supply, demand, goods, services, economics, profit, income, producer, consumer, trade, tax, loan, interest, import, export, landform, ocean, lake, river, immigrant, fertile</p> <p> <u>Sentence Level</u> This culture differs from my own, because... This culture is similar to my own, because... The relationship that exists between the two cultures is... The sequence of historical events that exist are... This culture compares/contrasts to the _____ cuture, because...</p> <p> <u>Discourse Level</u> glossary sidebar footnotes webpage multimedia source explanatory text article</p>	
April	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
May	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language
	Enduring Understandings	Essential Questions	Standards	Knowledge & Skills	Academic Language

July
June

Enduring Understandings ✕

Essential Questions ✕

Standards

✕

Knowledge & Skills ✕

Academic Language ✕