

Grade Three Social Studies Curriculum Overview Document

AASD Instructional Framework for Social Studies

The answers to tomorrow’s problems cannot be found in the back of a textbook. The skills needed in the modern workplace are not practiced on a worksheet. In the Appleton Area School District, inquiry-based social studies is a student-centered learning process that differentiates learning and assessment while promoting a growth mindset through self and peer reflection. Inquiry starts with a compelling question, moves through a rigorous investigation and culminates in an argument or action. The inquiry-based curriculum develops the skills and builds content knowledge students need to succeed in the present and the future. An inquiry classroom supports teachers to regularly scaffold students, therefore students are engaged and gain greater independence in the use of these skills. Student voice and choice is honored and fosters a culture of equity and collaboration.

The intentionally-designed curriculum contains rigorous standards-based content in an authentic context that is interesting to students, elevates student work by ensuring a public platform for presentation and encourages lifelong learning. (for example: students are encouraged to think as; economists, historians, political scientists etc...). Teachers are empowered to implement a scope and sequence aligned to the Wisconsin State Social Studies Standards that is integrated with Wisconsin English Language Arts Standards and the Collaborative for Academic, Social, and Emotional Learning Competencies. The curriculum promotes: the reading of complex texts(primary and secondary), building academic vocabulary, evaluating sources and using evidence when writing from sources.

The social studies curriculum is comprehensive and is built in a model of change that includes; practice-based professional learning, blended curriculum and assessment, instructional leadership, and professional learning communities which helps teachers develop their practice of inquiry. Each unit of inquiry targets 21st century skills, which are designed to ensure students are prepared to thrive in college, career, and civic life.

Board Approved

May 2007

Revised

June, 2020

Required Assessments

Social Studies Balanced Assessment System

Pre-Assessment	The inquiry units contain pre-assessment tasks that provide teachers the opportunity to gauge the prior knowledge and skills of students. These pre-assessments occur at the beginning of the Launch of every unit.
Formative Assessments	The inquiry units include formative assessment tools in every lesson, from teacher checklists to student-created responses. Assessment tools contain or connect to specific look-fors that align to lesson objectives and build toward the objectives of the Inquiry Question. These tools assess understanding and skills across a diverse set of tasks, including written claims, creative responses, and others.
Checkpoint Assessments	Checkpoint Assessments are aligned to the objectives of the Inquiry Question and are designed to check understanding of concepts and development of skills throughout that set of lessons. These tools prompt students to draw conclusions and demonstrate understanding in diverse ways, often through formal performance tasks.
Summative Assessments	The product rubric serves as the summative assessment tool for an Inquiry unit. This rubric is co-created with students at the beginning of the Taking Informed Action Module according to a specific process described in a detailed lesson plan. As part of this process, teachers should incorporate into the success criteria, key social studies concepts or content that align with school, district or state expectations.

Resources

[Wisconsin Standards for Social Studies](#)

[Grade 3 AASD Essential Social Studies Standards](#)

[inquirED Inquiry Journeys Scope and Sequence](#)

inquirED Platform- Lesson materials and resources for each social studies unit

inquirED Embedded Learning- Research-based strategies and support for teachers inside every lesson.

AASD Guiding Principles for Teaching and learning K-6 Social Studies

- Inquiry is at the heart of social studies and surrounds the content
- Social studies prepares our students for work, life, and citizenship
- Creativity, collaboration, communication, critical thinking, problem solving are valued
- Social studies should be intra and interdisciplinary with explicit integration with ELA, complimenting each other
- Social studies must regain a more balanced and elevated role in K-12 curriculum

AASD Foundations for K-6 Social Studies

Inquiry- Teaching social studies content incorporating the inquiry arc offers students the opportunity to investigate questions in a deep and engaging manner, and offers our students the opportunity to work collaboratively, as well as individually, on significant questions within the social studies disciplines. Inquiry can and should be used within all social studies disciplines and, as such, is an “umbrella strand” covering all content strands. The proper use of the inquiry arc within our classrooms, along with other thoughtful social studies strategies, will help

our students build the intellectual habits of mind that will be with them long after the content is forgotten. It can create in our students the confidence in their own skills to make sense of an increasingly complex world.

Behavior Sciences- Learning about the behavioral sciences helps students understand people in various times and places. By examining cultures, students are able to compare our ways of life and those of other groups of people in the past and present. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. Knowledge of the factors that contribute to an individual's uniqueness is essential to understanding the influence on self and on others.

Economics- Individuals, families, businesses, and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In a global economy marked by rapid technological change, students must learn how to be better producers, consumers, and economic citizens.

Geography- Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work, and play. Knowledge of geography helps students to address the various cultural, economic, social, and civic implications of life in earth's many environments.

History- Students need to understand their historical roots and those of others, and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provides a needed perspective in addressing the past, the present, and the future.

Political Science- Knowledge about the structures of power, authority, and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state, and national governments and international organizations function and interact.

Social Studies Inquiry Overview

Grade 3

Unit 1: Global Connections Is it possible to touch a country and its people without ever setting foot there? From the label in your t-shirt to the sticker on your banana, we come into contact with items that have been harvested, manufactured, produced, or otherwise touched by people around the world. Students explore the ways they are connected to distant places, and the people who live there, through the movement of people, goods, and ideas.

Inquiry Question: How can we act as global citizens?

Investigation Modules:**What stories do maps tell?**

Students learn how maps are used to identify location, direction, and distance. They solve map riddles using clues about relative location, explore how latitude and longitude are used to determine absolute location, and investigate the names, locations, and geographic features of the continents.

How is culture shaped by geography?

How does where you live impact how you live? Students analyze maps, photos, and texts to identify the physical and human characteristics of a country, and then write a Travel Plan that reflects what they have learned about how geography shapes culture in that location.

How are we connected to people and places through what we produce and consume?

Students learn about the concepts of specialization and interdependence as they investigate why certain things are produced close to home yet other things come from far away. They discover that natural resources provide raw materials to make things, then trace the journey from raw material to final product for a number of common items. Throughout, students build an appreciation that trade not only connects people at the start and end points, but also along the way as objects and materials are processed and transported.

How am I part of a global community?

Students explore the concepts of globalization and cultural diffusion to discover how we are connected to people and places near and far through the spread of ideas, goods, and culture. They define the many ways that they are part of a global community, gaining a new understanding about the importance of being a global citizen. Students conclude this module by reviewing the key learning from the unit to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Social Studies Performance Indicators

Inquiry: Inq1.a.i, Inq1.b.i, Inq2.a.i, Inq2.b.i, Inq3.a.i, Inq3.b.i, Inq3.c.i, Inq4.a.i, Inq4.b.i, Inq5.a.i

Behavioral Science: BH4.a.i

Economics: Econ1.a.3, Econ2.c.3, Econ4.a.3, Econ4.e.3, Econ5.a.3

Geography: Geog.1.b.i, Geog5.a.3-4

History: Hist2.c.i, Hist3.b.i

Political Science: NA

Unit 2: Migration and Movement Unless we are Native Americans, we all originally came from someplace else – whether our ancestors came many years ago or our parents brought us recently. We all have a story to tell, and this unit helps students explore those stories. Students explore timeless themes of immigration as they investigate the push and pull factors, feelings, emotions, challenges, and successes that immigrants have experienced in the past and today. They uncover the meaning and value of cultural identity, recognizing how multiculturalism can enrich communities as they consider how they can honor and respect the many cultures around them.

Inquiry Question: How can we honor and respect our many cultures?

Investigation Modules:**What happens when you leave your home for a new place?**

Students investigate the push and pull factors that drive people to immigrate to a new place. They explore several contemporary immigration stories to identify push and pull factors, emotions and feelings, and challenges and successes related to the immigrant experience.

What timeless themes exist across stories of immigration?

Students investigate the major historical waves of immigration through present day. They explore a variety of sources to look for evidence of push and pull factors as well as the outcomes of these waves of immigration. The module culminates with students identifying timeless themes across immigration stories before using the evidence they have been collecting to support a claim about one of those timeless themes and represent it visually.

How do we stay true to who we are when things around us change?

Students explore the concept of cultural identity by identifying its core characteristics and recognizing the value and importance of not only understanding our own cultural identity but also the cultural identity of others. They discover that we can belong to multiple identity groups and that cultural identity is something that evolves with new experiences.

How does multiculturalism enrich communities?

Students investigate how multiculturalism and diversity can enrich communities. They learn about the value in exploring differences and how understanding and honoring differences can lead to new and positive experiences rather than conflict. Students conclude this module by reviewing the key learning from the unit to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Social Studies Performance Indicators

Inquiry: Inq1.a.i, Inq1.b.i, Inq2.a.i, Inq2.b.i, Inq3.a.i, Inq3.b.i, Inq3.c.i, Inq4.a.i, Inq4.b.i, Inq5.a.i

Behavioral Science: BH4.a.i

Economics: Econ1.a.3 Econ2.c.3

Geography: Geog1.b.i, Geog2.a.3, Geog5.a.3-4

History: Hist1.a.i, Hist1.b.i, Hist3.a.i, Hist3.b.i, Hist3.c.i, Hist4.a.i, Hist4.b.i, Hist4.c.i, Hist4.d.i

Political Science: PS2.a.i

Unit 3: The 20th Century Civil Rights Movement Students explore how citizens exercise their rights and responsibilities to work for change. They investigate the civil rights movement to uncover how its iconic figures and events contributed to a larger web of civic actions. After learning that all community members can work toward equality and justice, they look at contemporary examples of youth in action. Throughout the unit, students reflect on the ways people provide inspiration, support, and allyship in the pursuit of change. They learn that they too can use their unique talents to take steps toward equality and justice.

Inquiry Question: How can we take steps toward equality and justice?

Investigation Modules:

Who or what protects equality?

Students explore the purpose of the government in relation to the rules and laws within society that govern social justice and civil rights. They investigate ways in which people and groups influence decision makers to improve their communities and take steps toward greater equality and justice.

How have people in the past taken steps toward equality and justice?

Students examine the stories behind some iconic events from the civil rights movement to analyze how each was inspired by or contributed to a larger web of civic action. They explore how all members of the community, including children, found the courage to take steps toward justice and equality, often in nonviolent ways, and even in the face of adversity, hate, and prejudice.

Who plays a role in bringing about change?

Students are introduced to the web of events and actions that contributed to the March on Washington, the largest demonstration of its time. In looking at the roles that everyday citizens played in this historic event, students gain an appreciation for the civil rights movement as not only the work of charismatic leaders but also a well-organized and sustained community effort.

How are young people today taking steps toward equality and justice?

Students explore contemporary challenges and opportunities in the struggle for equality and justice, along with the ways that all citizens can participate in bringing about change. They conclude this module by reviewing the key learning from the unit to help them prepare to take action. They work together to develop an Inquiry Challenge Statement that describes the action they will take, the product they will create, the people they will affect, and the goals they will work toward in the Action Module.

Social Studies Performance Indicators

Inquiry: Inq1.a.i, Inq1.b.i, Inq2.a.i, Inq2.b.i, Inq3.a.i, Inq3.b.i, Inq3.c.i, Inq4.a.i, Inq4.b.i, Inq5.a.i

Behavioral Science: BH4.a.i

Economics: Econ1.a.3

Geography: Geog2.a.3

History: Hist1.a.i, Hist1.b.i, Hist2.a.i, Hist2.b.i, Hist2.c.i, Hist3.a.i, Hist3.b.i, Hist3.c.i, Hist4.b.i, Hist4.c.i, Hist4.d.i

Political Science: PS1.a.i, PS2.a.i, PS3.b.3-4, PS4.a.i