



Marietta City Schools
District Unit Planner

Grade 3 Social Studies

Theme	<i>Unit 1 The Themes of Social Studies</i>	Unit duration (Days)	<i>10-20 Days</i>
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GA DoE Standards

Individuals, Groups and Institutions: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

Location: The student will understand that where people live matters

Scarcity: The student will understand that because people cannot have everything they want, they have to make choices.

Time, Change, Continuity: The student will understand that some things will change over time, while others stay the same

Conflict and Change: The student will understand that conflict causes change.

Distribution of Power: The student will understand laws and people's beliefs help decide who gets to make choices in government.

Production, Distribution, and Consumption: The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services

Beliefs and Ideals: The student will understand that people's ideas and feelings influence their decisions.

Human Environmental Interaction: The students will understand their actions influence the environment.

Information Processing Skills:

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose

- 9. construct charts and tables
- 11. draw conclusions and make generalizations

Map and Globe Skills:

- 4. compare and contrast the categories of natural, cultural, and political features found on maps
- 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 7. use a map to explain the impact of geography on historical and current event
- 8. draw conclusions and make generalizations based on information from maps

Essential Questions

Factual—

- What are some groups many third graders belong to?
- What are some things that institutions provide for us?
- What is scarcity?
- What is the difference between a good and a service?
- What are different ways that societies have dealt with scarcity?
- What are some things that have changed over your lifetime?
- What are things that have not changed over your lifetime?
- What are some conflicts you have experienced and what changes did they cause?
- What are the types of things that cause conflict?
- What is the distribution of power?
- How do you define your environment?
- What are your beliefs about how to make economic decisions?

Inferential:

- Why do people form groups or clubs?
- When is it okay to be a part of a group?
- What are some negative consequences of institutions?
- What are some ways where you live affects your activities?
- What are some ways where you live affects school?
- What are some ways where you live affects your family?
- What do societies need, in terms of resources, to survive and grow?
- What are examples of scarcity from your daily life?
- Why are some societies richer, in terms of economy, than others?

How does scarcity affect your social life, your school life, or your family life?
 How do you deal with changes in your life?
 How do we manage conflict in our lives?
 How are the results of conflict complex?
 How does the distribution of power affect the rules and vice versa?
 How does a society's beliefs and ideals help determine how power is distributed?
 How have the decisions of those in the past shaped the environment?

Critical Thinking-

Are groups always better than an individual for getting things done?
 What would someone's life be like (both good and bad) if they were never a part of a group or institution?
 How does location help shape the culture of a society?
 Why can't we have everything we want?
 How has scarcity led to conflict in society?
 How has scarcity led to cooperation in society?
 How can a particular change be both positive and negative?
 Can there be change without conflict?
 Should there be a different way to distribute power?
 Why can you sometimes not have the things you want?
 What kind of rules do you believe are the best and who gets to make them?

Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
Historical, Historic Societies Beliefs Interact, Interaction Distributed Complex Conflicts Positive, Negative	Scarcity Goods, Services Distribution and Consumption Environment Distribution of Power Society Location Individual, Group, Institution

Assessments
<p><u>Summative Assessment(s):</u></p> <p>Themes Times Two- This unit does not have an assessment due to aligning with themes and not specific GSE. However, teachers may choose to use the connecting Connecting Themes journal entries as a summative task.</p> <p><u>Theme-Based Writing Task and Rubric:</u></p> <p>What would you do to change the world? Document-Based Question (DBQ)</p> <p>Students explore three activist kids and the issues they sought to change. The final task is to choose an issue they would like to highlight or change and create a product of their choice to communicate their understanding of the analytical question, <i>What would you do to change the world?</i></p> <p>(Note- DBQs are multi-day, SS Inquiry, and ELA integrated learning experiences. Training in DBQ and additional classroom support are provided by the SS Content Coordinator.)</p> <p>Individuals, Groups and Institutions: Conflict and Change: Beliefs and Ideals:</p>

Teacher Resources These resources are intended to support teachers with background information and planning for instruction		
<p>Parent Information Letter- edit for school specific information</p> <p>K-5 Map Collection: Maps are provided for all content and skills to support teaching and learning with integration of historic, political, and physical maps.</p> <p>Click here for GADOE Content Video (For Teachers only)</p> <p>Teacher Notes guide teachers in understanding the content for the unit.</p> <p>Additional unit information may be found at GA DoE Inspire</p>		
Objective or Content	Learning Experiences	Differentiation Considerations
Location: The student will understand that where people live matters	Where in the World Compare product manufacturing locations on a map	Sentence starters or writing template for lesson summary

Individuals, Groups and Institutions: The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.	ACTION! Understand the consequences of personal actions on others	Provide Venn diagram template with lines Allow student to dictate input Peer/partner assistance
Scarcity: The student will understand that because people cannot have everything they want, they have to make choices.	You Can't Have Everything Identify scarce resources in literature	If multiple books are unavailable, read one to students. Have students collaboratively identify the required information from the chosen book.
Time, Change, Continuity: The student will understand that some things will change over time, while others stay the same actions influence the environment.	Everything Changes, or Does it? Create a personal timeline of your life- identify consistencies among the class	Provide an outline template Support language acquisition with discussion starters
Conflict and Change: The student will understand that conflict causes change.	Act it Out Create a skit to resolve a "problem"	Allow student to use lined index cards to aid recall of information Provide illustrations of scenarios to prompt ideas
Distribution of Power: The student will understand laws and people's beliefs help decide who gets to make choices in government.	Class Constitution Collaborate and create guidelines for rules and consequences	Reduce the number of important rules based on student responses
Production, Distribution, and Consumption: The student will understand the ways people make, get, and use goods and services may be different from how people in other places make, get, and use goods and services	What's in Store Invite a guest to class to share how products in a store are chosen	Provide advanced organizers with key words and concepts Have the speaker refer to visuals such as store items, charts, and picture advertisements.
Beliefs and Ideals: The student will understand that people's ideas and feelings influence their decisions.	Our Values, Our Time Decision making based on beliefs and ideals	Provide a T-chart template with lines Allow students to dictate input

Human Environmental Interaction: The students will understand their actions influence the environment.	Impact! Illustrate the impact humans have on the environment with a literature connection	Provide sentence starters for gallery walk
All for the Unit	Connecting the Connecting Themes Students will write in their journals the theme and two facts or interesting things they learn through the unit about each.	Proved sentence starters of visuals for the nine themes on the quilt
Recommended High Quality Complex Texts		
<i>Is Anybody Up?</i> by Ellen Kandoian <i>F is for Friendship: A Quilt Alphabet</i> by Helen L. Wilbur <i>Grace for President</i> by Kelly DiPucchio <i>Shh! We're Writing the Constitution</i> by Jean Fritz <i>School Rules</i> by Larry Dane Brimner <i>We the Kids</i> by David Catrow <i>Martin's Big Words</i> by Doreen Rappaport <i>On the Same Day in March: A Tour of the World's Weather</i> by Marilyn Singer <i>How to Make Cherry Pie and see the USA</i> by Marjorie Priceman <i>Ox-Cart Man</i> by Donald Hall <i>The Giving Tree</i> by Shel Silverstein <i>The Lorax</i> by Dr. Seuss.		