

SOCIAL STUDIES

Third Grade



Unit 1

Civics/Government

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do people's beliefs and actions shape our communities and government?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will determine how people participate in governments and analyze why choosing to participate is important. Students will investigate ways that citizens can fulfill their civic duty through responsible participation. They will describe the types, functions, characteristics, and services of political units, such as cities, counties, and states. They will recognize that all towns and cities have laws, and all citizens have equal rights and responsibilities as set forth in state and United States constitutions. Students will recognize and evaluate how identities, beliefs, and practices of individuals and groups are protected under their constitution.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What does it mean to be a good citizen in our community?
- Why do we have different levels of government, and how do they serve people?
- How do actions of citizens help shape our community or government?

Process

- How can we figure out which level of government is responsible for solving a problem?
- How can we, as responsible citizens, help solve problems in our school or community?
- How do government rules and community actions show what people care about?

Reflective

- Why is it important for people to participate in their government?
- What is one way you've been a good citizen at school or in your community?
- What is one issue you care about, and how could you help make it better?

Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Focus Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups.
 - The student will **recognize and evaluate** how societies are shaped by the identities, beliefs, and practices of individuals and groups.
 - The student will **analyze the context** and **draw conclusions** about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
 - The student will **investigate and connect** examples of how societies are shaped by the identities, beliefs, and practices of individuals and groups **with contemporary issues**.
 - The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to **make a claim** or advance a thesis **using evidence and argument**.

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Unit 2 History

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do the identities, beliefs, and practices of individuals and groups shape the communities we live in—past and present?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will recognize and evaluate how identities, beliefs, and practices of individuals and groups shape societies. They will analyze how their hometown, a major city in Kansas, and other cities of the world were established. Students will understand the motivation and accomplishments of notable, diverse, and underrepresented individuals and groups specific to their hometown. Students will investigate the significance of events, holidays, and traditions that are important to their community in both the past and present.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are identities, beliefs, and practices?
- How have the beliefs and actions of individuals shaped the world we live in today?
- How do traditions and values from the past continue to influence communities today?

Process

- What makes a strong society, and how can we support our ideas with examples?
- How do I compare and contrast different identities, beliefs, and practices using what I learned from interviews and biographies?
- Who helped grow our town, and what were their reasons or motivations for building there?

Reflective

- What parts of my identity, beliefs, or practices influence how I live and connect with others?
- How do traditions and values continue to shape communities today?
- Why is it important to respect the beliefs and practices of different people in your community?

Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Focus Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups.
 - The student will **recognize and evaluate** how societies are shaped by the identities, beliefs, and practices of individuals and groups.
 - The student will **analyze the context** and **draw conclusions** about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
 - The student will **investigate and connect** examples of how societies are shaped by the identities, beliefs, and practices of individuals and groups **with contemporary issues**.
 - The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to **make a claim** or advance a thesis **using evidence and argument**.

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Unit 3

Geography

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How does where people live shape who they are?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will investigate settlement patterns to draw conclusions about a sense of place, first in their community and then in relation to other cities. Students will understand the unique geographic, cultural, political, and social qualities of various communities, including their own communities. They will examine the movements of various peoples. Students will learn how to use geographic tools and location to analyze the influence of physical features on decision-making. Students will use maps, graphic representations, tools, and technologies to locate, use, and present information.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- What are the physical features of our community, and how do they affect our daily lives?
- Why did different groups of people move to or from Kansas in the past?
- How are rural, suburban, and urban areas different in the way people live, work and play?

Process

- How can we use maps and pictures to learn about where people live and why they live there?
- What clues can we find in the environment to help us understand a community's identity?
- How can you use maps, pictures, and other tools to find out what landforms, water, and resources are in a community?

Reflective

- Which type of community would be the best place for me to live, and why?
- How might someone else's reasons for choosing where to live be different from mine?
- What can I learn about myself by learning about other communities?

Standards

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 - The student will **investigate and connect** examples of how societies are shaped by the identities, beliefs, and practices of individuals and groups **with contemporary issues**.
 - The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to **make a claim** or advance a thesis **using evidence and argument**.

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Unit 4

Economics

Essential Question

This question guides the student experience throughout the unit and is open-ended and enduring.

How do the choices people and communities make about using resources reflect their identities, beliefs, and practices?

Unit Summary

This summary provides high-level information about the main learning outcomes within this unit.

In this unit, students will recognize that limited resources require people to make choices to satisfy wants and needs for goods and services for themselves and their communities. Students will examine how a market economy works in their community through buyers and sellers exchanging goods and services. They may also examine how their daily economic decision-making is influenced by their identities, beliefs, and cultural practices.

Guiding Questions

At the end of this unit, students should be able to respond to these questions as they demonstrate understanding of key concepts, skills and relevance to their own lives.

Content

- How do our choices about spending and saving shape our community?
- Why do some jobs exist in certain communities but not in others?
- What happens when a community runs out of an important resource?

Process

- How do we figure out which jobs fit best in a community, based on its resources and culture?
- What steps can we take to decide how tax money should be spent?
- How do our roles in a community (like citizen, leader, or business owner) affect the way we think about spending and saving?

Reflective

- How do my own beliefs influence the choices I make in how I spend my money?
- How can understanding the needs of our community help us make better

decisions about resources and money?

- How do the things I choose to buy or sell show what's important to me and my community?

Standards

These state standards have been identified as critical to students' long-term learning progression in this discipline. They are assessed within the scope of this unit.

- Focus Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups.
 - The student will **recognize and evaluate** how societies are shaped by the identities, beliefs, and practices of individuals and groups.
 - The student will **analyze the context** and **draw conclusions** about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
 - The student will **investigate and connect** examples of how societies are shaped by the identities, beliefs, and practices of individuals and groups **with contemporary issues**.
 - The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to **make a claim** or advance a thesis **using evidence and argument**.