



Grade 3: We Are Connected

Prince George's County Social Studies

INSTRUCTOR & COURSE INFORMATION:

Name:

E-Mail Address:

Planning Time:

Phone Number:

Course Name/Number:

Class Time:

TEXT: Pearson, MyWorld Social Studies; We Are Connected

OVERVIEW:

In third grade, students continue to focus on elements of culture in their local community, in communities throughout the United States and in other regions of the world. Students continue to learn about government and democratic principles such as individual rights and responsibilities, patriotism, common good, justice, and equality. Through these understandings, students expand their knowledge of how citizens participate in a democracy. Students also learn about the benefits of living in a diverse community and explore the commonalities and difference of communities and cultures around the world using nonfiction text and classroom discussions. Students continue to develop geographic awareness and identify, locate, and compare places around the world using geographic characteristics. Students expand their understanding of economic concepts by learning about the production and consumption of goods and services. Students will examine primary and secondary sources to learn about how people lived in the past.

GOALS:

Students will:

- Demonstrate content mastery and application of appropriate content literacy and critical thinking skills.
- Raise questions, solve problems, reason, and reflect in their understanding of their own learning styles.
- Demonstrate learning through portfolios, exhibitions, simulations, debate, service-learning projects, that correlate to social studies content standards for evaluation
- Communicate effectively and appropriately for a variety of purposes.

Elementary Social Studies (Grades 2 – 5)

Overview: The goal of grading and reporting is to provide the students with feedback that reflects their academic growth. Student assignments should reflect the opportunity to evaluate sources and use evidence to communicate a conclusion to take informed action as engaged citizens.

Factors	Brief Description	Grade Percentage Per Quarter
Class Work	Includes all assignments completed within the class setting. Recommended assignment types include but are not limited to: <ul style="list-style-type: none"> • Writing Tasks • Analysis of Sources i.e. Political Cartoons, Charts, Graphs, Maps etc. (Appropriate for 2-5. Age appropriate resources are embedded in curriculum maps and text materials). • Simulations i.e. Model UN, Debate, Moot Court, Town Hall Meetings, Mock Trials etc.(Appropriate for 3-5. Links for resources are embedded in curriculum maps.) 	35%
Homework	Includes all assignments completed outside of the class setting. Recommended assignment types include but are not limited to: <ul style="list-style-type: none"> • Reading • Study Guides • Current Events 	15%
Assessments	Includes formative and summative assessment. Assessments must address content standards and vary to address student population. <ul style="list-style-type: none"> • Unit Assessment • Project Based Assessment i.e. Research Report, Performance, Simulation etc. 	50%

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Social Studies Grade 3 Year at a Glance

Quarter 1	Quarter 2
<p>Content Focus: Civics-Our Roles and Responsibilities</p> <p>Overarching Question: <i>How do Leaders Motivate Citizens of Communities?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • <i>Citizens</i> have rights and responsibilities. • Students will be able to explain and identify the American symbols and documents as it relates to the role of government. • People can better cooperate when they respect authority and follow rules and laws <p><u>Focused Reading Strategies & Skills</u></p> <p>Compare and Contrast Across Texts Main Idea and Details</p> <p>Search Tools Using Graphic Sources</p> <p>Meaning of Words</p> <p><u>Analytic Writing</u></p> <p>Research Simulation-Compare and Contrast “How Writers Write”</p> <p><i>Quarter Culminating Activities:</i></p> <ul style="list-style-type: none"> • Create a Class Executive Branch of Government: Speech/Hold Elections <i>Technology Integration: The Democracy Project</i> Pbskids.org/democracy/be president/ • Craft Election Speeches of Leadership • Conduct Congressforkids.net (Student/Class Created Presentations) <p><u>Social Studies Standards</u></p> <p>D1-5.3-5 Developing Questions & Planning Inquiry D2Civ1-14.3-5 Applying Disciplinary Tools & Concepts (Civics) D31-4.3-5 Evaluating Sources & Using Evidence D41-8.3-5 Communicating Conclusions & Taking Informed Action</p>	<p>Content Focus: History-Celebrating Diversity and Traditions</p> <p>Overarching Question: <i>How is culture changed over time?</i></p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Families and cultures are alike and different in many ways. • Culture is expressed in various ways • Technology and communities shape people’s lives and affect the way people live. • Change happens over time <p><u>Focused Reading Strategies and Skills</u></p> <p>Main Idea and Details Comparing Ideas Across Texts</p> <p>Synthesizing Author’s Opinion</p> <p>Inferring Questioning</p> <p><u>Analytic Writing</u></p> <p>Research Simulation</p> <p><i>Quarter Culminating Activities:</i></p> <ul style="list-style-type: none"> • Discover an American Community-What can history tell us about cultures of the past? • Investigate/Research a notable figure. How have they documented their discovery of an American community? What clues can we determine about the key figure based on the artifacts left behind? (Student/Class Created Presentations) <p><u>Social Studies Standards</u></p> <p>D1-5.3-5 Developing Questions & Planning Inquiry D2His1-17.3-5 Applying Disciplinary Tools & Concepts (History) D31-4.3-5 Evaluating Sources & Using Evidence D41-8.3-5 Communicating Conclusions & Taking Informed Action</p>

Quarter 3	Quarter 4
<p>Content Focus: Geography-As the World Turns</p> <p>Overarching Question: How is culture connected to environment?</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Maps and globes are simple representations of places on Earth. • The world is made up of different physical features such as landforms and bodies of water. • Physical features are located in specific places. • Weather and seasons affect what people wear or do. • People use the world's natural resources to satisfy basic needs. • <i>Environment affects how and where people live</i> <p><u>Focused Reading Strategies & Skills</u></p> <p>Reread Main Idea/Key Details</p> <p>Visualize</p> <p>Character, Setting, Events Make, Confirm, and Revise</p> <p>Prediction Compare and Contrast Texts Plot: Problem & Solution</p> <p>Solution Plot: Cause and Effect</p> <p><u>Analytic Writing</u></p> <p>Narrative Story: Letter</p> <p><i>Quarter Culminating Activities:</i></p> <ul style="list-style-type: none"> • Discover an American Community-Create a Geo Journal capturing what happens to the landscape when two ways of life come together. • Choose a character and create a Geo Journal of their discovery of an American community. Did they visit a suburb, city, and rural country? Describe the geographic features that set these communities apart. (Student Created Presentations) <p><u>Social Studies Standards</u></p> <p>D1-5.3-5 Developing Questions & Planning Inquiry</p> <p>D2Geo1-2.3-5 Applying Disciplinary Tools & Concepts (Geography)</p> <p>D31-4.3-5 Evaluating Sources & Using Evidence</p>	<p>Content Focus: Economics- Everybody Work</p> <p>Overarching Question: How have Business Tycoons Paved the Way?</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • People have different needs and wants and have to make choices. • Items you choose has value (opportunity cost) and the item that you do not choose also has value. • People do many kinds of work making goods or providing services that other people want to buy. • People are both producers and consumers of goods and services. <p><u>Focused Reading Strategies & Skills</u></p> <p>Rereading</p> <p>Main Idea/Key Details</p> <p>Connections Within Text: Sequence</p> <p>Character, Setting, Events</p> <p>Make, Confirm, and Revise Prediction</p> <p>Plot: Cause and Effect</p> <p><u>Analytic Writing</u></p> <p>Research Simulation</p> <p>Biography</p> <p><i>Quarter Culminating Activities:</i></p> <p>Theme: Business Tycoons Pave the Way</p> <ul style="list-style-type: none"> • Rags to Riches- Explore the biographies of Entrepreneurs Now & Then-Research key leaders of industry who built an empire! What economic concepts did they use to succeed? <u>Notable Tycoons:</u> Ex. Then: Annie Malone/Madame CJ Walker Now: Lisa Price (Carol's Daughter) <i>Student Created Presentations</i> <p><u>Social Studies Standards</u></p> <p>D1-5.3-5 Developing Questions & Planning Inquiry</p> <p>D2Eco1-15.3-5 Applying Disciplinary Tools & Concepts (Economics)</p> <p>D31-4.3-5 Evaluating Sources & Using Evidence</p> <p>D41-8.3-5 Communicating Conclusions & Taking Informed Action</p>
<p>Quarterly Assessments</p> <ul style="list-style-type: none"> • Teacher-Created Assessment • Quarter Culminating Activity 	

