

**Curriculum Development Overview**  
**Unit Planning for 3<sup>rd</sup> Grade Social Studies**

<b>Unit Title</b>	Blast from the Past: Can We Learn from the Past?		<b>Length of Unit</b>	6-8 weeks
<b>Focusing Lens(es)</b>	Origins and Evolution	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	SS09-GR.3-S.1-GLE.1 SS09-GR.3-S.1-GLE.2 SS09-GR.3-S.2-GLE.1 SS09-GR.3-S.3-GLE.1 SS09-GR.3-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>Why is it important to know about the past? (SS09-GR.3-S.1-GLE.2-EO.a, b)</li> <li>Why is trade important to growing and maintaining a community? (SS09-GR.3-S.1-GLE.1-IQ.2)</li> <li>How do people choose where to live? (SS09-GR.3-S.2-RA.1, 2) and (SS09-GR.3-S.1-GLE.2-EO.c)</li> <li>Why do we have rules? Who makes and enforces these rules? (SS09-GR.3-S.4-GLE.2-IQ.4)</li> </ul>			
<b>Unit Strands</b>	History, Geography, Civics, Economics			
<b>Concepts</b>	Past and present; Community; Region; Change; Migration; Historical sources (artifacts, pictures and documents); geographic tools; Questions; Forms of exchange; Government; rules			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
Social, geographic and economic events of the past typically determine the present conditions in a community (SS09-GR.3-S.1-GLE.2-EO.a, c) and (SS09-GR.3-S.2-GLE.2-EO.b)	What are the most significant geographic and/or economic events that have caused change in (our) community?	How have geographic and/or economic events determined the conditions of a community?
Through questioning and analyzing historical resources, historians can recognize the forces of change over time in a community (SS09-GR.3-S.1-GLE.1-EO.b; IQ.3)	What questions do historians ask and what historical resources do they use to examine the forces of change in (our) community? (SS09-GR.3-S.1-GLE.1-EO.b; IQ.3)	What kinds of resources best answer historical questions? (SS09-GR.3-S.1-GLE.1-IQ.3)
Developing forms of exchange establish the rules of trade and help facilitate economic and social stability in a community (SS09-GR.3-S.1-GLE.1-EO.b, c, d, e)	What are the forms of exchange in (our) community? (SS09-GR.3-S.1-GLE.1-IQ.2) How do these forms of exchange facilitate economic stability in (our) community?	How do you know when an exchange is fair? (SS09-GR.3-S.1-GLE.1-IQ.2)

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<p>The development of communities depends on geographic, economic, political and personal factors that influence the push and pull patterns of human migration (SS09-GR.3-S.1-GLE.2-EO.c, d) and (SS09-GR.3-S.2-GLE.1-EO.d) and (SS09-GR.3-S.4-GLE.2-EO.a, c)</p>	<p>What are the economic and political factors that influenced migration to (our) community? Who is the local government and what do they do?</p>	<p>How do economic and political factors influence the decisions various cultural groups make in migrating to a community? How does the government support diversity?</p>
<p>Migration brings in diverse voices, and perspectives, which contribute to a thriving cultural community (SS09-GR.3-S.1-GLE.2-EO.c,d) and (SS09-GR.3-S.2-GLE.2-EO. b) (SS09-GR.3-S.4-GLE.2-EO.a, b, c)</p>	<p>What are the benefits of migration for (our) community? What role does (our) local government play in ensuring diverse voices and perspectives are heard?</p>	<p>How does a community benefit from cultural migration? How does a government make a community attractive to newcomers?</p>

<p><b>Critical Content:</b> My students will <b>Know</b>...</p>	<p><b>Key Skills:</b> My students will be able to <b>(Do)</b>...</p>
<ul style="list-style-type: none"> <li>• Who makes up (our) community? (SS09-GR.3-S.1-GLE.2-EO.d)</li> <li>• The geographical, cultural, economic, political and social conditions that led to the formation of (our) community? (SS09-GR.3-S.1-GLE.2-EO.a-d) and (SS09-GR.3-S.2-GLE.2-EO.b, d) and (SS09-GR.3-S.4-GLE.2-EO.a, c)</li> <li>• The sequence of historical and current events that led to the formation of (our) community (SS09-GR.3-S.2-GLE.1-EO.b)</li> <li>• The origin, structure and function of (our) local government (SS09-GR.3-S.4-GLE.2-EO.a)</li> <li>• Different examples of trade in (our) classroom, (our) school, and (our) local communities (e.g. classroom/school “economies,” bartering, currency, etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Compare past and present situations and events (SS09-GR.3-S.1-GLE.2-EO.a)</li> <li>• <b>Describe a historical event from the past</b></li> <li>• Describe a present event of significance</li> <li>• Compare/contrast these events and their effect</li> <li>• Chronologically sequence the important events in a community or regions (SS09-GR.3-S.1-GLE.2-EO.a, b)</li> <li>• <b>Describe a historical event from the past</b></li> <li>• Describe a present event of significance</li> <li>• Compare/contrast these events and their effect</li> <li>• Recall an event that happened in your community or region</li> <li>• Describe the event in the order it happened</li> <li>• Create a timeline of the event</li> <li>• Read and interpret information from geographic tools and formulate geographic question (SS09-GR.3-S.2-GLE.1-EO.a)</li> <li>• <b>Define “geographic tools”</b></li> <li>• Explain how a grid is used on a map</li> <li>• Explain how the scale of a map is used</li> <li>• Describe how a map is a model of the earth</li> <li>• Recognize that different currencies and forms of exchange and their functions (SS09-GR.3-S.3-GLE.1-EO.d)</li> <li>• <b>List various forms of currency and exchange</b></li> </ul>

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	<ul style="list-style-type: none"> <li>• Describe how money or trading is used by consumers</li> <li>• <a href="#">Recognize that different countries use various forms of money</a></li> <li>• Identify the origins, structures and functions of local governments (SS09-GR.3-S.4-GLE.2-EO.a)</li> <li>• <a href="#">Describe how local governments began</a></li> <li>• <a href="#">Explain the structure of local government</a></li> <li>• <a href="#">Describe the functions of local government</a></li> </ul>
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<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Outdoor activities, jobs, and cultural diversity have always brought people to (our) community and continue to bring people to (our) community today.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Compare and Contrast; Resources; Relationships; Analyze; Identify; Explain; Interpret;</p>
<p><b>Technical Vocabulary:</b></p>	<p>Past and present; Community; Region; Change; Migration; Historical sources (artifacts, pictures and documents); primary and secondary sources; geographic tools; Forms of exchange; Government; Chronological</p>