

**Curriculum Development Overview
Unit Planning for 3rd Grade Social Studies**

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

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
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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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)	What are the economic and political factors that influenced migration to (our) community? Who is the local government and what do they do?	How do economic and political factors influence the decisions various cultural groups make in migrating to a community? How does the government support diversity?
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)	What are the benefits of migration for (our) community? What role does (our) local government play in ensuring diverse voices and perspectives are heard?	How does a community benefit from cultural migration? How does a government make a community attractive to newcomers?

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> Who makes up (our) community? (SS09-GR.3-S.1-GLE.2-EO.d) 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) The sequence of historical and current events that led to the formation of (our) community (SS09-GR.3-S.2-GLE.1-EO.b) The origin, structure and function of (our) local government (SS09-GR.3-S.4-GLE.2-EO.a) Different examples of trade in (our) classroom, (our) school, and (our) local communities (e.g. classroom/school “economies,” bartering, currency, etc) 	<ul style="list-style-type: none"> Compare past and present situations and events (SS09-GR.3-S.1-GLE.2-EO.a) Chronologically sequence the important events in a community or regions (SS09-GR.3-S.1-GLE.2-EO.a, b) Read and interpret information from geographic tools and formulate geographic question (SS09-GR.3-S.2-GLE.1-EO.a) Recognize that different currencies and forms of exchange and their functions (SS09-GR.3-S.3-GLE.1-EO.d) Identify the origins, structures and functions of local governments (SS09-GR.3-S.4-GLE.2-EO.a)

Critical Language: 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>	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Outdoor activities, jobs, and cultural diversity have always brought people to (our) community and continue to bring people to (our) community today.</i>
Academic Vocabulary:	Compare and Contrast; Resources; Relationships; Analyze; Identify; Explain; Interpret;
Technical Vocabulary:	Past and present; Community; Region; Change; Migration; Historical sources (artifacts, pictures and documents); primary and secondary sources; geographic tools; Forms of exchange; Government; Chronological