

## 3<sup>rd</sup> Grade Social Studies Overview 2020 - 2021

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. This document supports families in understanding the learning goals for the course, and how students will demonstrate what they know and are able to do. The overview offers suggestions or possibilities to reinforce learning at home.

Included at the end of this document, you will find:

- A [glossary](#) of curriculum components
- The content area [instructional model](#)
- [Parent resources](#) for this content area

To advance to a particular grading period, click on a link below.

- [Grading Period 1](#)
- [Grading Period 2](#)
- [Grading Period 3](#)
- [Grading Period 4](#)

### Process Standards

The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.

3.14A gather information, including historical and current events and geographic data, about the community using a variety of resources;

3.14B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting;

3.14C interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.

3.15A use social studies terminology correctly;

3.15B create and interpret timelines;

3.15C apply the terms year, decade, and century to describe historical times;

3.15D express ideas orally based on knowledge and experiences;

3.15E create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas.

3.16 use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution

## Grading Period 1

### Unit 1: Citizenship

Estimated Date Range: 8/17 – 9/11

Estimated Time Frame: 19

**Unit Overview:**

This unit is important because students will learn from outstanding citizens as well as how they can be an engaged citizen. Students will learn about the characteristics of good citizenship and individuals who have been good citizens such as Ruby Bridges, Helen Keller, and Clara Barton. Several characteristics of good citizenship such as justice and equality will be described as well as individuals in the past and present who have exemplified good citizenship. From there, students will learn about actions people take to improve their communities through examples of civic organizations. The knowledge gained in this unit will be helpful in future grades as students learn more about good citizens from our past and how they can be more engaged in their communities.

**At home connections:**

- Discuss ways your child can practice good citizenship in the community. Have your child pick 1 thing he/she would like to do and demonstrate it.
- Have your child read a book about their favorite historical figure that they learned about who they think represented good citizenship. Have them share what they learned about.

<b>Concepts within Unit #1</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this concept</b>
Concept #1: Characteristics of Good Citizenship 3.9A, 3.9C	<ul style="list-style-type: none"> <li>• Identify characteristics of good citizenship</li> <li>• Define civic responsibilities</li> <li>• Identify ways to actively practice good citizenship</li> <li>• Describe various individual acts of civic responsibilities</li> </ul>
Concept #2: Civic Organizations 3.1A, 3.9C, 3.9D	<ul style="list-style-type: none"> <li>• Identify examples of individuals or groups taking action to improve the community</li> <li>• Identify examples of nonprofit and civic organizations</li> <li>• Explain how organizations serve the common good</li> </ul>
Concept #3: Historical Figures as Good Citizens 3.9A, 3.9B, 3.9C	<ul style="list-style-type: none"> <li>• identify historical figures who exemplify good citizenship</li> <li>• identify characteristics of good citizenship exemplified by historical figures</li> <li>• explain how historical figures exemplified good citizenship</li> </ul>

**Unit 2: Government (Includes Celebrate Freedom Week)**

Estimated Date Range: 9/14 – 10/16

Estimated Time Frame: 25 (20 days in 1<sup>st</sup> grading period)

**Unit Overview:**

This unit is important because government and our founding documents are relevant to students' everyday life. Students will first analyze the purpose of government as it is outlined in the Declaration of Independence, the Constitution, and the Bill of Rights. From there, they will learn about the basic structure and services of local, state, and national government. As part of the study on the different levels of government, they will learn about important officials at each level. This unit will form the foundation for what students will learn more about in 5<sup>th</sup> and 8<sup>th</sup> grade social studies.

**At home connections:**

- Have your child read a book about our Founding Fathers and the Declaration of Independence or Constitution.
- Discuss some of the Bill of Rights and have your child pick 2 or 3 that relate to their lives at home. Have them draw a picture of that right and explain it to you.

<b>Concepts within Unit # 2</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this concept</b>
Concept #1: Founding Documents 3.7A, 3.8A, 3.8B	<ul style="list-style-type: none"> <li>• Identify the three founding documents</li> <li>• Identify the purposes of each founding document</li> <li>• Explain important ideas in the founding documents</li> </ul>

<p>Concept #2: State and National Governments          3.7A, 3.7B</p>	<ul style="list-style-type: none"> <li>• Identify the branches of government</li> <li>• Identify national and state government officials</li> <li>• Describe the responsibilities of each branch of government</li> <li>• Explain how state and national government officials are chosen in each branch</li> </ul>
<p>Concept #3: Local Community          3.2A, 3.2B, 3.7B, 3.7C</p>	<ul style="list-style-type: none"> <li>• explain how local government officials are chosen</li> <li>• Describe different parts of our local government.</li> <li>• Compare government of our local community to other communities</li> </ul>

## Grading Period 2

### Unit 3: Geography

Estimated Date Range: 10/19 – 12/4

Estimated Time Frame: 29

#### Unit Overview:

This unit is important because students learn and apply map skills to their everyday life. In the 1<sup>st</sup> concept, students will focus on interpreting maps of various places and on constructing their own maps. In this concept, students will learn about intermediate directions and using a scale for the first time. For the maps they create, they will incorporate various map elements such as a compass rose, a scale, legend, and grid system. In the 2<sup>nd</sup> concept, students will learn about variations in the physical environment such as climate, landforms, natural resources, and natural hazards. In the last concept, students will how people adapt to and modify the environment. Students will build on this unit in 4<sup>th</sup> grade where they will analyze how people adapt and modify in a historical context. This unit will also help prepare students for 4<sup>th</sup> grade and beyond where map skills are incorporated into every unit of study.

#### At home connections:

- Ask your child to draw a map of their neighborhood, label the important things and places, draw a compass rose and draw a legend to represent everything on their map. When they are finished have them explain their map to you and then show routes from place to place using both cardinal and intermediate directions.
- Go outside and look at the environment around your home. Ask your child to describe the physical environment they see. What types of landforms are surrounding the area?
- Ask your child to name any type of human modification they can see that has happened in the neighborhood.

Concepts within Unit # 3 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Map Skills 3.4A, 3.4B, 3.4C	<ul style="list-style-type: none"> <li>• Use cardinal and intermediate directions to determine directions between places on maps</li> <li>• Use a legend to interpret information about various places on a map</li> <li>• Use a scale to determine the distance between places on maps and globes</li> <li>• Create maps that include a title, compass rose, legend, scale, and grid system</li> </ul>
Concept #2: Similarities and Differences in the Physical Environment 3.3A, 3.4C	<ul style="list-style-type: none"> <li>• identify characteristics of the physical environment</li> <li>• describe climate, landforms, natural resources, and natural hazards</li> <li>• describe similarities and differences in the physical environment</li> </ul>
Concept #3: Adapting to and Modifying the Physical Environment 3.2B, 3.3B, 3.3C	<ul style="list-style-type: none"> <li>• identify different ways of adapting and modifying the environment</li> <li>• give an example of how conservation and pollution have shaped the physical environment</li> <li>• compare how people in different communities adapt to or modify the physical environment</li> <li>• describe the effects of human modification</li> </ul>

### Unit 4: Cultural Celebrations

Estimated Date Range: 12/7 – 12/18

Estimated Time Frame: 10

#### Unit Overview:

In this unit, students will first learn about cultural celebrations. They will explain the significance of various ethnic and/or cultural celebrations in the local community and other communities. As part of this, they will compare various ethnic and cultural celebrations from their community to other communities.

**At home connections:**

- Have your child read books about the different ways people celebrate the holidays.
- You can have them explain what they learned, or have them draw a picture about what they learned or found most

<b>Concepts within Unit # 4</b> <a href="#">Link to TEKS</a>	<b>Success Criteria for this concept</b>
Concept #1: Cultural Celebrations 3.10A, 3.10B	<ul style="list-style-type: none"> <li>• Describe different ethnic and/or cultural celebrations in my community</li> <li>• Describe different ethnic and/or cultural celebrations around the world</li> <li>• Compare ethnic and/or cultural celebrations in the local community with other communities</li> <li>• Identify heroic deeds of state and national heroes</li> <li>• Compare heroic deeds of state and national heroes</li> </ul>

<b>Grading Period 3</b>	
<b>Unit 5: Cultural Heritage</b> Estimated Date Range: 1/6 – 2/5 Estimated Time Frame: 22	
<b>Unit Overview:</b>  This unit is a continuation of the culture unit, but the focus is on cultural heritage. In concept 1, students will learn about the impact of heroes like Harriet Tubman and Todd Beamer. In the 2nd concept, students will focus on the significance of various writers and artists like Laura Ingalls Wilder and Kadir Nelson. This unit is important because students will gain a broader understanding of one’s culture.	
<b>At home connections:</b> <ul style="list-style-type: none"> <li>Ask your child which person they studied about in class they would like to learn more about or found more interesting. Then you can take them to the library to check out a book to learn more about this person or have them go online and search to learn more information about them. Once they have learned more about this person, have them share their knowledge with you.</li> </ul>	
Concepts within Unit # 5 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Impact of Heroes 3.11A, 3.11B	<ul style="list-style-type: none"> <li>Identify heroic deeds of state and national heroes</li> <li>Compare heroic deeds of state and national heroes</li> </ul>
Concept #2: Impact of Writers and Artists 3.12	<ul style="list-style-type: none"> <li>Describe different ethnic and/or cultural celebrations in my community</li> <li>Describe different ethnic and/or cultural celebrations around the world</li> <li>Compare ethnic and/or cultural celebrations in the local community with other communities</li> <li>Explain the importance of writers to the cultural heritage of communities</li> </ul>
<b>Unit 6: History</b> Estimated Date Range: 2/8 – 4/1 Estimated Time Frame: 32	
<b>Unit Overview:</b>  This unit is important because it helps students understand how the present is shaped by the past. Students will learn about communities in the past with an emphasis on the people in the TEKS who have shaped or created new communities. Creating timelines and cause and effect will be a major part of this as well as making a connection from communities in the past to our lives today. This unit will help students in 4 <sup>th</sup> and 5 <sup>th</sup> grade where students will be going much more in depth to historical analysis and how historical events impact the present.	
<b>At home connections:</b> <ul style="list-style-type: none"> <li>Have your child read a book about one of the scientists or inventors they learned about in their class. Ask your child if any of those scientific breakthroughs or inventions has impacted their life. Have them explain.</li> </ul>	
Concepts within Unit # 6 <a href="#">Link to TEKS</a>	Success Criteria for this concept

<p>Concept #1: Creating Communities          3.1A, 3.1B, 3.1C, 3.2A, 3.4C</p>	<ul style="list-style-type: none"> <li>• Describe how individuals contributed to the expansion or creation of communities</li> </ul>
<p>Concept #2: Changing Communities          3.1A, 3.2A, 3.2B</p>	<ul style="list-style-type: none"> <li>• Describe how individuals have changed communities</li> <li>• Describe how events have changed communities</li> <li>• Describe how ideas have changed communities</li> </ul>
<p>Concept #3: Impact of Technology and Scientific Breakthroughs          3.1A, 3.2B, 3.13A, 3.13B</p>	<ul style="list-style-type: none"> <li>• Identify individuals who discovered scientific breakthroughs (Jonas Salk, Louis Pasteur)</li> <li>• Identify individuals who created or invented new technology (Cyrus McCormick, Bill Gates)</li> <li>• Describe the impact of computers on various communities</li> <li>• Describe the impact of pasteurization on various communities</li> <li>• Describe the impact of medical vaccines on various communities</li> </ul>

## Grading Period 4

### Unit 7: Economics

Estimated Date Range: 4/5 – 5/26

Estimated Time Frame: 37

#### Unit Overview:

This unit is important because it forms the foundation of students' understanding of economics and the free enterprise system. The unit starts off with earning, spending, saving, and donating money. In the 2<sup>nd</sup> concept, students will define and describe key economic terms such as supply and demand. From there, students will explore how a business operates. In the last concept, students will review key concepts associated with every unit throughout the year. The review will center around how all strands of social studies covered during the school year are important because the knowledge and skills gained are relevant to their lives. This unit will help students understand historical periods better in 4<sup>th</sup> and 5<sup>th</sup> as in those grades they will be learning economics through a historical lens.

#### At home connections:

- If your child earns an allowance, discuss how they will save their money and if they will spend any. Discuss donating with them and if there is anything that is important to them that they would like to donate. You could keep a record for them so they can keep track of their money.
- When out at a place of business discuss how the business operates and how it stays successful.
- Ask your child what she/he most liked learning in social studies this year. Have them tell you why they found this to be so interesting and tell you about the topic.

Concepts within Unit # 7 <a href="#">Link to TEKS</a>	Success Criteria for this concept
Concept #1: Earning, Spending, Saving, and Donating Money 3.5A, 3.5B, 3.6A	<ul style="list-style-type: none"> <li>• Identify ways of earning, spending, saving, and donating money</li> <li>• Create a budget to allocate money</li> </ul>
Concept #2: Free Enterprise 3.6A, 3.6B, 3.6C	<ul style="list-style-type: none"> <li>• Explain how a free market system works</li> <li>• Define and describe supply and demand</li> <li>• Explain how supply and demand affect the price of a good or service</li> </ul>
Concept #3: How Businesses Operate 3.6A, 3.6B, 3.6C, 3.6D	<ul style="list-style-type: none"> <li>• Explain how profit is affected by production and price</li> <li>• Define scarcity and give examples of scarcity</li> <li>• Identify individuals who have started a business</li> <li>• Describe how a simple business works</li> </ul>
Concept #4 Year in Review 3.1A, 3.4C, 3.6A, 3.7A, 3.9C, 3.10A, 3.13B	<ul style="list-style-type: none"> <li>• Explain the big ideas for each unit of study this year</li> <li>• Explain how the big ideas are connected</li> <li>• Explain the importance of each unit of study in social studies</li> </ul>



**Glossary of Curriculum Components**

**Overview**– The content in this document provides an overview of the pacing and concepts covered in a subject for the year.

**TEKS** – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.

**Unit Overview** – The unit overview provides a brief description of the concepts covered in each unit.

**Concept** – A subtopic of the main topic of the unit.

**Success Criteria**—a description of what it looks like to be successful in this concept.

**Competency**—Standards-Based Grading communicates students’ understanding of the Texas Essentials Knowledge and Skills (TEKS). Using the TEKS, teachers developed grade-level competencies to communicate student progress in the Standards-Based gradebook. The competencies are the same for each grade-level content area (i.e. 1st grade math) across the district. Teachers report students’ progress on the competencies using learning progressions.

**Parent Resources**

The following resources provide parents with ideas to support students’ understanding. For sites that are password protected, your child will receive log-in information through their campus.

Resource	How it supports parent and students
<a href="#">Pearson Realize</a>	This is the state adopted textbook for elementary social studies. Click on the link for directions on accessing the textbook.
<a href="#">Pebble Go</a>	This resource provides access to books for reading and learning more about concepts in the social studies content.
<a href="#">Brainpop Jr.</a>	This resource offers learning a variety of animated videos for leaning social studies content as well as activities and games students can use to learn in a fun way.
<a href="#">Discovery Education</a>	This online resource provides access to a wide variety of videos to help in learning more about social studies concepts.
<a href="#">Britannica School</a>	This is an information resource for elementary students. It has encyclopedia articles, multimedia, primary sources, games, and other learning resources that support student learning.
<a href="#">Ebsco Host</a>	This online reference system serves all content areas.
<a href="#">Maps 101</a>	This online resource provides access to access to maps, animations, videos, games, & activities.
<a href="#">World Book</a>	World Book contains thousands of informational articles with stunning illustrations, videos, interactive maps, and activities.
<a href="#">National Geographic Kids</a>	This resource is a fact-filled, fast-paced magazine created especially for ages 6 and up. It has an award winning combination of photos, facts, and fun.

**Instructional Model**

The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.



This model is an inquiry-based approach to learning Social Studies with a focus on critical thinking skills. Students start with a thought provoking question, which frames the lesson and flows throughout. After students make predictions based on the question, students will gather and interpret information to build his/her understanding of the standard(s) addressed by the question. Next, students will communicate the knowledge gained and demonstrate understanding by engaging in communication and application skills. Finally, students will reflect and assess their understanding