

**Mary Queen of Peace School
Social Studies Curriculum Grade 3 (2012)**

Subject	Grade	Unit Name
Social Studies	3	Communities

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

- 5D Relationships within places (Human- Environment Interactions)
- 5E Understanding relationships between and among places
- 5F Understanding relationships between and among regions
- 6A Cultures meeting the needs of people
- 7A Identify, select, use, analyze, and create appropriate resources for social science inquiry

Understandings

- The characteristics that make up Missouri's ecosystems
- The affects of technologies in communication and transportation
- The traits, benefits, and roles of different regions and places
- The different ways needs have been met for various cultures at different times

Essential Questions

- What makes up an ecosystem? How are they independent and dependent from one another?
- What technologies have you learned about in this unit? What communication or transportation technology has been the most important or influential in shaping your community?
- What are some key features/ traits that identify a specific region? Features/ traits for different places?
- Throughout this unit, recall a culture or community that was in need. How were the needs of this place met?

Knowledge

- Various ecosystems in Missouri and the world and what factors compose them
- How changes in communication and transportation technologies affect people's lives
- Why people live in different places, (cities, suburbs, towns, villages) specialize in different ways of making a living, and have a need to interact with each other
- How to identify examples of regions (urban, rural, recreations areas, wheat-producing region, and the business district)
- How people's needs have been met in different ways in different cultures at various times
- How to research and extract information from secondary sources.

Skills

- Make a Venn diagram to compare and contrast ecosystems, places, and regions
- Plan, work, and present as a team
- The use of library resources for research using secondary sources

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

- Group construction of a model of a region and include evidence of a Missouri ecosystem

- Write letters as a person living in assigned community. Describe surroundings, industries, and characteristics.

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Research and write a review about a technology that has changed people's lives

Other Evidence

Test

Oral and written reflections on how group-constructed communities are dependent on one another.

Participation in Junior Achievement curriculum

Key Criteria

Demonstrated an understanding of the ecosystems in regions and places and technology that has shaped communities.

Stage 3: LEARNING PLAN

- Discuss three regions
- Design region trifold/poster
- Watch natural disaster presentation
- Discuss importance of community involvement
- Create group-constructed graphic organizers demonstrating community interactions
- Trace change/ adaption in communication and transportation
- Research and present communication technology

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Economic Concepts and Principles

**Unit
Name**

Grade

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

4A Knowledge of basic economic concepts, and being able to use them to interpret historical and current events
4B Understanding the consequences of personal and public decisions
4C Understanding various types of taxes and their purposes
6C Methods of resolving conflicts
7A Identify, select, use, and analyze primary and secondary resources for social science inquiry

Understandings

The difference between public goods and services
Identify the traits and examples of natural, capital, and human resources
How to conduct a cost benefit analysis
The importance, structure, and benefits of taxes

Essential Questions

What are the differences between a public goods and services? What are some examples for each?
What is an economic resource? What is the difference between natural, capital, and human resources?
Why are taxes important? Do you agree with how they are used today? If you could, what would you change?
Describe the use and importance of a cost benefit analysis. Why do many businesses use this?

Knowledge

Identify and explain public goods and services
Distinguish among natural, capital, and human resources
Conduct a cost benefit analysis
Identify taxes that students experience, such as sales taxes
How tax moneys are used, who benefits from tax-supported services, and who pays for these services
Use visual and graphic aids

Skills

Construct and make inferences from graphs and charts
Differentiate and sort concepts
Communicate ideas constructively and with reason.
Utilize a constructive process or method for solving conflicts

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Design a business utilizing cost benefit analysis and understanding of taxes (sales and import taxes)
Make a flo-chart to demonstrate the progression of resources
Discuss distribution of taxes, and make a pie chart to reflect the decision of allotted amounts.

Other Evidence

Test
Reflection of speaker and Junior Achievement activities
Sorting game of public goods vs. services
Reflection and discussion of economic based literature

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Key Criteria

Demonstrated understanding of economic concepts such as goods vs. services, taxes, and resources

Stage 3: LEARNING PLAN

Entrepreneur Speaker
Junior Achievement curriculum

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Map study and Geography of Missouri its bordering states

**Unit
Name**

Grade

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

5A Reading and constructing maps

5B Understanding the concept of location to make predictions and solve problems

7A Identify, select, use, analyze, and create appropriate resources for social science inquiry

Understandings

How to use and make a map for information

The bordering states of Missouri

How to identify and communicate specific locations using a grid coordinates

Essential Questions

What makes a state a "bordering state"? What are the states that border Missouri? Can you think of another state and name all of its bordering states?

When would you need to use a map? Why are maps important?

Knowledge

Read and construct maps

Locate and identify the states bordering Missouri on a map

Describe and use absolute location using a grid system

Identify and use library and media resources

Skills

Use maps to interpret and communicate information

Use a grid system to find and describe absolute location.

Use library and media sources for research and reinforcement

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Construct a map of classroom and use grid coordinates to identify objects (scavenger hunt).

Create questions and participate in Geography Jeopardy using geography terms and symbols

Original design of Missouri and its surrounding states

Other Evidence

Test on bordering states and map vocabulary

Discussion on library sources

Map collections, identifications, and construction

Key Criteria

Demonstrated understanding of geography, maps, and the use of appropriate resources

Stage 3: LEARNING PLAN

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Contributions of Martin Luther King Jr.

**Unit
Name**

Grade

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

3G Knowledge of contributions of non-Missourians

1B Discuss and apply responsibilities of citizens including respect for the right of others

7A Identify, select, use, analyze, and create appropriate resources for social science inquiry

Understandings

The use of non-violence by the leaders of the Civil Rights movement

The life and accomplishments of Martin Luther King Jr.

How Martin Luther King's actions, words, and dreams changed America and daily life today.

Essential Questions

Why did Martin Luther King Jr. choose to use non-violent strategies?

How did history change because of Martin Luther King's accomplishments?

How can you use Martin Luther King Jr.'s teachings in your actions today?

Knowledge

Contributions of Martin Luther King Jr.

Identify and select artifacts

Skills

Use and make timelines of the life of Martin Luther King Jr.

Understand the causes/effects of Martin Luther King's contributions

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Make a timeline of Martin Luther King's life

After listening and discussing *I Have a Dream*, write and share a speech about their dreams for their family, friends, school, and themselves

Create a simulation of segregation or civil disobedience

Other Evidence

Quiz on key people and terms

Contribution to class discussion and activities

Oral and written reflections of relevant literature

Key Criteria

Demonstrated understanding of Martin Luther King Jr.'s life, his contributions, and his influence.

Stage 3: LEARNING PLAN

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Unit Name

Our nation's rules and documents

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

1A- Principles of constitutional democracy in the United States
1C- Understanding the main purposes of United States documents
1D- Knowledge of the symbols of our nation

Understandings

The use and importance of laws and ordinances
Why the Constitution and the Declaration of Independence were constructed
American symbolism in the National Anthem

Knowledge

Why cities make laws and ordinances
The main purposes of the Declaration of Independence
The purpose for the Constitution
How the National Anthem symbolizes America

Essential Questions

What do you believe is the most important law (rule) in the school? In the city? Why? Would you change any to make them more effective?

How are the Constitution and the Declaration of Independence similar? Different?

What three phrases or words in the National Anthem are the most important and prevalent to the United States and its beliefs?

Skills

Use library resources for research
Comparing and contrasting ideas and documents
Relating events in history to the purposes of America's documents

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Newspaper reporters covering the signing of the Constitution and design questions for the Founding Fathers

Read, research, and present about the National Anthem

Create a version of the Declaration of Independence in the form of a song, a poem, comic strip or picture book.

Key Criteria

Demonstrated understanding of the Nation's key procedures, documents, and symbols

Other Evidence

Quiz on vocabulary of The National Anthem
Written comparison of the Constitution and the Declaration of Independence
Discussion and responses to the Essential Questions

Stage 3: LEARNING PLAN

Simulation of the signing of the Nation's documents (Constitution Day)

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Principles and Processes of Governance Systems

**Unit
Name**

Grade

Stage 1: DESIRED RESULTS

Established Goals / Content Standards

2A- Principles and purposes of government
2C- Processes of governmental systems
7A- Knowledge of the use of tools of social science inquiry

Understandings

Different methods of peaceful resolution and apply them to everyday life
How decisions are made in the federal government
The differences and roles of the three branches of government
The use and purpose of learning (visual, graphic, auditory) aids.

Essential Questions

Since we began this unit, what are some ways you have identified peaceful resolution? What makes a resolution “peaceful”?
What is the procedure for a decision to be made in the federal government?
What role defines each branch of the federal government?

Knowledge

How to analyze peaceful resolution of disputes by courts or other legitimate authorities, such as parents, teachers, principles, ect.
How authoritative decisions are made, enforced, and interpreted within federal government
The functions of the three branches of government in the federal government
Identify, select, and use of learning aids
Identify and use artifacts

Skills

Make a flow chart to demonstrate government procedures
Identify, compare, and contrast the roles of the three branches of government
Use visual aids (timelines and diagrams) to connect discussed material in other formats

Stage 2: ASSESSMENT EVIDENCE

Performance Tasks

Weekly “peaceful resolution” journal entries
Individual creative representations of the three branches of government
Read literature and sing rhymes about the government procedures

Other Evidence

Unit test
Participation in class discussion and activities
Oral/ written explanation and reflection on the importance and use of learning aids (visual/audio aids and artifacts).

Key Criteria

Demonstrated an understanding of governmental processes, roles, and how to make a resolution peacefully.

Stage 3: LEARNING PLAN

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