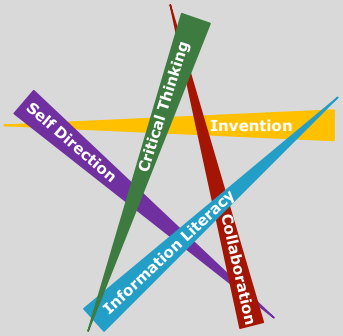
Curriculum Development Course at a Glance
Planning For 3rd Grade Social Studies

Content Area	Social Studies	**Grade Level**	3rd Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. History	1. Use a variety of sources to distinguish historical fact from fiction	SS09-GR.3-S.1-GLE.1
	2. People in the past influenced the development and interaction of different communities and regions	SS09-GR.3-S.1-GLE.2
2. Geography	1. Use various types of geographic tools to develop spatial thinking	SS09-GR.3-S.2-GLE.1
	2. The concept of regions is developed through an understanding of similarities and differences in places	SS09-GR.3-S.2-GLE.2
3. Economics	1. Describe producers and consumers and how goods and services are exchanged	SS09-GR.3-S.3-GLE.1
	2. Describe how to meet short-term financial goals (PFL)	SS09-GR.3-S.3-GLE.2
4. Civics	1. Respecting the views and rights of others as components of a democratic society	SS09-GR.3-S.4-GLE.1
	2. The origin, structure and function of local government	SS09-GR.3-S.4-GLE.2

Colorado 21st Century Skills



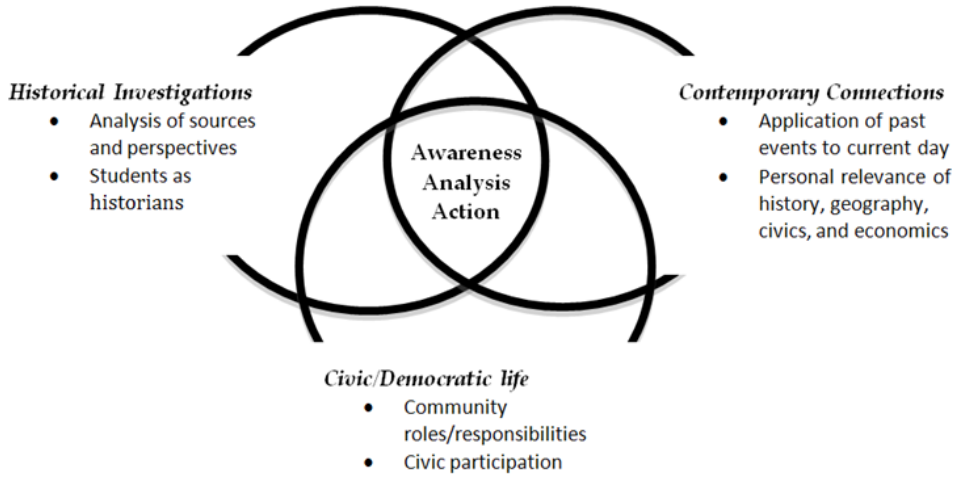
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Blast from the Past: Can We Learn from the Past?	6-8 weeks	1
Making Connections: What Brings Us Together?	6-8 weeks	2
Pieces of the Puzzle: What Can You Learn from Each Other?	6-8 weeks	3
State Your Claim: How Do We Gather and Use Evidence to Support A Decision?	6-8 weeks	4

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):	• 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)…**
• 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)	• 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: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Outdoor activities, jobs, and cultural diversity have always brought people to (our) community and continue to bring people to (our) community today.*
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

Curriculum Development Overview
Unit Planning for 3rd Grade Social Studies

Unit Title	Making Connections: What Brings us together?		**Length of Unit**	6-8 weeks
Focusing Lens(es)	Unity/Diversity	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.3-S.1-GLE.2 SS09-GR.3-S.2-GLE.1 SS09-GR.3-S.2-GLE.2	
Inquiry Questions (Engaging-Debatable):	• How do people choose a community in which they will live? (SS09-GR.3-S.1-GLE.2-EO.c, d) and (SS09-GR.3-S.2-GLE.2-EO.a-c; RA.2) • What connects people in a community? • How do new (and ongoing) traditions become a part of the culture of a community? (SS09-GR.3-S.1-GLE.1-IQ.4) • What is a good balance of cultural diversity in a community? (SS09-GR.3-S.2-GLE.2-EO.a-d) and (SS09-GR.3-S.1-GLE.2-EO.c,d)			
Unit Strands	History, Geography			
Concepts	Similarities and differences, region, interaction, change, cultures, contributions, migration, geographic tools, physical boundaries, community			

Generalizations **My students will Understand that…**	**Guiding Questions** **Factual**	**Conceptual**
Communities are typically comprised of multiple cultural groups (SS09-GR.3-S.1-GLE.2-EO.d; RA.2)	What are examples of various groups in (our) community?	How do you know when a community has been created? Who creates a community?
The continuous cycle of interactions and contributions of various peoples and traditions (past and present) determines community culture (SS09-GR.3-S.1-GLE.2-EO.c, d; IQ.3)	Who are the groups of people that have contributed to the traditions that determine the culture of (our) community? (SS09-GR.3-S.1-GLE.2-IQ.3)	How have the contributions of various culture groups in the past affected the present? How do diverse groups contribute to the culture of a community? (SS09-GR.3-S.1-GLE.2-EO.d; RA.2)
Social and human features provide the foundation for cultural similarities and differences across regions (SS09-GR.3-S.2-GLE.2-EO.a, b)	What cultural and human features are the same and different across Colorado regions? How has (our) region changed and yet remained the same over time?	What are the most significant social similarities across regions?
Effective use of geographic tools can provide a significant means for analyzing the similarities and differences of regions (SS09-GR.3-S.2-GLE.2-EO.a-d) and (SS09-GR.3-S.2-GLE.1-EO.a)	What are effective geographic tools that assist in analyzing similarities and differences in regions? Identify the traditions of (our) community. Locate the origin of that tradition on a map. (SS09-GR.3-S.2-GLE.1-IQ.4)	How do geographic tools reveal similarities and differences of regions?

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Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• Examples of different groups of people have lived together and interacted with each other in the past (SS09-GR.3-S.1-GLE.2-IQ.1) • Geographic distinctions and definitions of region • The specific similarities and differences of regions (SS09-GR.3-S.2-GLE.2-IQ.1) • The physical features that provide opportunities and challenges to a region (SS09-GR.3-S.2-GLE.1-IQ.3) • Specific examples of significant historical actors and events in (our) local community	• Locate geographical and human features of (our) community, (our) state, neighboring states and the world (SS09-GR.3-S.2-GLE.1-EO.b, c) • Identify and defend the significant contributions of people and events that have led to changes in (our) community or region (SS09-GR.3-S.1-GLE.2-EO.c) • Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms (SS09-GR.3-S.2-GLE.2-EO.b) • Characterize regions using different types of features such as physical, political, cultural, urban and rural (SS09-GR.3-S.2-GLE.2-EO.d) • Read and identify and interpret information from geographic tools and formulate geographic questions (SS09-GR.3-S.2-GLE.1-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: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*	
A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*Cultural diversity is defined by social, human and geographic similarities and differences.*
Academic Vocabulary:	Similarities and differences, resources, relationships, analyze, identify, explain, interpret, locate, characterize, describe
Technical Vocabulary:	Past and present, community, region, change, migration, geographic tools, diversity, cultures, cultural, physical features, human features, contribution, interactions

Curriculum Development Overview
Unit Planning for 3rd Grade Social Studies

Unit Title	Pieces of the Puzzle: What Can You Learn from Each Other?		**Length of Unit**	6-8 weeks
Focusing Lens(es)	Interdependence	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.3-S.3-GLE.1 SS09-GR.3-S.3-GLE.2 SS09-GR.3-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	• Are you a producer, consumer, or a mix of both? Why? (SS09-GR.3-S.3-GLE.1-IQ.3) • What would happen if consumers did not want what a producer makes? (SS09-GR.3-S.3-GLE.1-EO.a) • What would happen if there were no services provided by the government? (SS09-GR.3-S.4-GLE.2-EO.b) • Why do individuals give away money? (SS09-GR.3-S.3-GLE.2-IQ.2)*			
Unit Strands	Economics, Civics			
Concepts	Producers, consumers, goods and services, businesses, local government, sources of income, trade, interdependency, funding, community, purchase, trade, taxes, philanthropy, entrepreneur			

Generalizations **My students will Understand that…**	**Guiding Questions** **Factual**	**Conceptual**
The interdependent relationship between producers and consumers determines the economic success of a community (SS09-GR.3-S.3-GLE.1-EO.a, e)	Identify producers and consumers in (our) community? What is the relationship between consumers and producers?	What different kinds of producers do you need in a successful economy? What different kind of consumers do you need in a successful economy?
Goods, such as purchase and trade items, and services, such those provided by the government (police and fire protection), are exchanged in multiple ways in communities (SS09-GR.3-S.3-GLE.1-RA.2)	Identify services provided by (our) local government? Identify goods exchanged in our community?	What are the goods and services we can't live without?
Communities are dependent upon a variety of services paid for by taxes collected from individuals (SS09-GR.3-S.4-GLE.2-EO.b)	What is sales tax? Why is sales tax paid?) What services does (our) local government provide?	Why should we pay sales tax? What services should the local government provide?
Jobs and sources of income provide the opportunity to practice entrepreneurial and philanthropic activities (SS09-GR.3-S.3-GLE.2-EO.a,c)*	What are examples of income for children in (our) community? What are examples of jobs for children in (our) community?	Why do we need entrepreneurs? What does it mean to be an entrepreneur? What is philanthropy?

Access to multiple sources of income can provide the means for local communities to expand their economic base (SS09-GR.3-S.3-S.3-GLE.1-EO.e)	What are examples of the different sources of income for (our) community?	How can we tell if our community is bringing in enough income? What are some examples of increasing income for our community?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• The services that (our) local government provides to (our) community (SS09-GR.3-S.4-GLE.2-EO.b) • The ways in which producers and consumers depend on each other (SS09-GR.3-S.3-S.3-GLE.1-EO.a) • Examples of jobs children can do to earn money (pet sitting, lemonade stand) (SS09-GR.3-S.3-S.3-GLE.2-EO.c) • Sources of income for children, such as gifts, allowances and earnings (SS09-GR.3-S.3-S.3-GLE.2-EO.a) • Costs and benefits associated with borrowing to meet short-term financial goals (SS09-GR.3-S.3-S.3-GLE.2-EO.b) • The individual and communal benefits that result from trade such as product diversity (SS09-GR.3-S.3-S.3-GLE.1-EO.e)	• Identify and explain some services provided by your local government (SS09-GR.3-S.4-GLE.2-EO.b) • Explain the connections between producers and consumers and how they depend on each other (SS09-GR.3-S.3-S.3-GLE.1-EO.e) • Categorize sources of income for children (SS09-GR.3-S.3-S.3-GLE.2-EO.a,c) • Analyze the costs and benefits of borrowing (SS09-GR.3-S.3-S.3-GLE.2-EO.b) • Identify supply and demand (SS09-GR.3-S.3-S.3-GLE.1-EO.e) • Distinguish between goods and services and identify their impact on the community (SS09-GR.3-S.3-S.3-GLE.1-EO.c,e) • Demonstrate how exchange of goods and services between businesses and consumers impacts the community (SS09-GR.3-S.3-S.3-GLE.1-EO.c)

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EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*The fact that producers need consumers and consumers need producers means they are interdependent.*
Academic Vocabulary:	Problem solving, identify, recognize, describe, compare, examine, creating, setting goals, solve, fact, fiction, opinion, financial
Technical Vocabulary:	Civil discourse, multiple perspectives, cost and benefits, rights and responsibilities, economics, wants and needs, relationships, conflict and resolution, philanthropy, entrepreneurial thinking, respect, history, historical sources, financially responsible, supply and demand, economy

Curriculum Development Overview
Unit Planning for 3rd Grade Social Studies

Unit Title	State Your Claim: How Do We Gather and Use Evidence to Support A Decision?		**Length of Unit**	6-8 weeks
Focusing Lens(es)	Conflict/Resolution	**Standards and Grade Level Expectations Addressed in this Unit**	SS09-GR.3-S.1-GLE.1 SS09-GR.3-S.2-GLE.2 SS09-GR.3-S.3-GLE.1 SS09-GR.3-S.3-GLE.2 SS09-GR.3-S.4-GLE.1	
Inquiry Questions (Engaging-Debatable):	• What would a community be like if individuals from various groups did not respect the rights and views of others? (SS09-GR.3-S.4-GLE.1-N.2) • Why do people choose to participate in the community? (SS09-GR.3-S.4-GLE.1-IQ.1) • How do historical fact, opinion and fiction influence what you understand about history? (SS09-GR.3-S.1-GLE.1-IQ.1) • What incentives lead people to give away their money? (SS09-GR.3-S.3-GLE.2-IQ.2)*			
Unit Strands	History, Geography, Economics, Civics			
Concepts	Civil discourse, geographic and economic problem solving, multiple perspectives, fact vs. fiction, cost and benefits, rights and responsibilities, economics, wants and needs, relationships, conflict and resolution, philanthropy, entrepreneurship, respect, history,			

Generalizations **My students will Understand that…**	**Guiding Questions** **Factual**	**Conceptual**
Geographic problems (such as where to build a highway) can be addressed when community members seek to value the rights and responsibilities of self and others (SS09-GR.3-S.2-GLE.1-EO.d)	What are examples of geographic problems that we can solve as responsible members in (our) community?	What are some ways that responsible community members solve geographic problems?
Community members who seek to understand and value diverse perspectives can work collaboratively to address/solve economic problems (such as what is the best way to enhance/maintain economic development) (SS09-GR.3-S.4-GLE.1-EO.a, b, c)	What are examples of economic problems that we can solve as responsible members in (our) community?	What are some ways that responsible community members can solve economic problems in (our) community?
Analyzing historical sources from various perspectives allows people to understand past decisions and the cost-benefit beliefs and values that informed them (SS09-GR.3-S.1GLE-1-EO.a, b, c: RA.1)	What are historical sources and how do you use them?	How does the use of primary sources determine fact from fiction? How do primary sources help us analyze different perspectives?

Sources of income provide opportunities for making decisions about spending money in ways that positively impact the community (SS09-GR.3-S.3-GLE.2-EO.a,c)*	What are your sources of income? What are ways you impact (our) community with our spending?	How does contributing to charities impact a community? How would starting your own business impact the community?
Personal financial decisions about local monetary transactions can contribute to the health/growth of a community (SS09-GR.3-S.3-GLE.2-EO.d,e; RA.1)*	What is an example of one of your short-term financial goals? What are the costs and benefits related to this goal? What are some examples of local spending that could benefit our community?	How can short-term financial goals help to achieve long-term financial goals? How do you decide between whether to purchase based on wants or needs? Is it always better to "buy local"?

Critical Content: **My students will Know…**	**Key Skills:** **My students will be able to (Do)…**
• The elements of civil discourse include listening and speaking in a respectful manner (SS09-GR.3-S.4-GLE.1-EO.a) • Examples of geography based problems include where to build a highway, and the impact of natural disasters (SS09-GR.3-S.2-GLE.1-EO.d) • Multiple perspectives around the same event (SS09-GR.3-S.1-GLE.1-EO.a,c) • The importance of creating short term financial goals (SS09-GR.3-S.3-GLE.2-EO.a,d,e)* • Examples of economic and personal rights (SS09-GR.3-S.4-GLE.1-EO.b)	• Demonstrate how to use civil discourse in a respectful manner (SS09-GR.3-S.4-GLE.1-EO.a) • Solve geography based problems (SS09-GR.3-S.2-GLE.1-EO.d) • Compare information from multiple sources recounting the same event. (SS09-GR.3-S.1-GLE.1-EO.a, c) • Compare factual sources with works of fiction about the same topic (SS09-GR.3-S.1-GLE.1-EO.a, c) • Create a plan for short-term financial goal, including the steps necessary to reach their short-term goal (SS09-GR.3-S.3-GLE.2-EO.a,d,e)* • Identify important personal and economic rights and how they relate to each other (SS09-GR.3-S.4-GLE.1-EO.b)

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EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *"Mark Twain exposes the hypocrisy of slavery through the use of satire."*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	*People can resolve personal and interpersonal conflict by understanding multiple perspectives, distinguishing between fact and fiction and weighing costs and benefits.*
Academic Vocabulary:	Problem solving, identify, recognize, describe, compare, examine, creating, setting goals, solve, fact, fiction, opinion, financial
Technical Vocabulary:	Civil discourse, multiple perspectives, cost and benefits, rights and responsibilities, economics, wants and needs, relationships, conflict and resolution, philanthropy, entrepreneurial thinking, respect, history, historical sources, financially responsible

*** Denotes a connection to Personal Financial Literacy (PFL)**