



# COPPELL ISD SOCIAL STUDIES YEAR AT A GLANCE

SOCIAL STUDIES

3RD GRADE

5 UNITS

### Program Transfer Goals

- Evaluate information and issues in order to critically appraise historical and contemporary claims and/or decisions.
- Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.
- Investigate places and regions and the connections among them.
- Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.
- Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

### PACING

First Nine Weeks		Second Nine Weeks		Third Grading Period	Fourth Grading Period
Unit 1	Unit 2	Unit 3	Unit 4		Unit 5

### Assurances for a Guaranteed and Viable Curriculum

Adherence to this scope and sequence affords every member of the learning community clarity on the knowledge and skills on which each learner should demonstrate proficiency. In order to deliver a guaranteed and viable curriculum, our team commits to and ensures the following understandings:

#### Shared Accountability: Responding to the Needs of All Learners

- High levels of learning for all students.
- The district and course formative assessments aligned to the standards for this course support educators and learners in monitoring academic achievement and leveraging interventions.

#### Shared Understanding: Curriculum Design

- The district curriculum design weaves together the elements of content, skills and assessments in order to adhere to curriculum design at the macro and micro level, ensuring vertical alignment.
- The district curriculum incorporates standards, scope and sequence, enduring understandings, essential questions, performance assessments, and recommended resources.

#### Interdependence: Curriculum Units

Members of the learning community utilize the curriculum units, plan collaboratively, and reflect on results for continuous improvement.

## UNIT 1: COMMUNITIES AND CULTURE

TIMELINE: 5 WEEKS (NOT INCLUDING WEEK 1)- 1ST 9 WEEKS

**Unit Summary:** In this unit, learners will explore why people have formed communities and how communities are a reflection of the culture of its residents.

- **Transfer Goal:** *Examine the traditions and conflicts of cultures to gain insight into people and their impact on our world.*

*Students will know...*

- People form communities to provide economic opportunities, security, education, communication, and transportation.
- Communities are made up of different religions and we are fortunate to have religious freedom in our country.
- Cultures impact communities through traditions, celebrations, and customs.

*Students will be skilled at...*

- Comparing and contrasting
- Interpreting oral, visual, and print material by identifying the main idea and text features
- Using critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology
- Expressing ideas orally based on knowledge and experiences

## UNIT 2: GOVERNMENT AND CITIZENSHIP

TIMELINE: 6 WEEKS - 1ST AND 2ND NINE WEEKS

**Unit Summary:** In this unit, learners will examine the structure of government, historical documents, and how citizens can participate in their communities.

- **Transfer Goal:** *Analyze events, patterns, and perspectives in order to make connections to the present and prepare for the future.*

*Students will know...*

- Good citizens as part of a community have a civic responsibility to pay their taxes, obey laws, vote and serve on a jury, volunteer, respect others & their property
- The basic structure of government at the local, state, and national level and the three branches of government.
- Most government officials are chosen through voting and it is our civic duty to vote.
- Important documents in US History have shaped our nation & community including the Declaration of Independence, the Constitution, and the Bill of Rights.

*Students will be skilled at...*

- Reading informational text
- Interpreting primary sources
- Using critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology

### UNIT 3: HISTORY

**TIMELINE: 7 WEEKS - 2ND AND 3RD NINE WEEKS**

**Unit Summary:** In this unit learners will research a historical figure and learn how they have shaped our community.

- **Transfer Goal:** Individuals, events, and ideas have influenced the history of various communities

*Students will know...*

- The characteristics of heroes, entrepreneurs, inventors, and scientists are similar
- Heroes, scientists, entrepreneurs, and inventors have impacted our communities in different ways

*Students will be skilled at...*

- Character Traits
- Research skills
- Presentation skills
- Expository Writing

### UNIT 4: GEOGRAPHY

**TIMELINE: 7 WEEKS - 3RD NINE WEEKS**

**Unit Summary:** In this unit, learners will explore different elements of maps as well as how human adapt to variations in the physical environments.

- **Transfer Goal:** Investigate places and regions and the connections among them.

*Students will know...*

- The 4 elements of the physical environment that humans adapt to include climate, landforms, natural hazards, and natural resources.
- Scale, symbols, and grid systems determine distances and places on a map
- Map elements help interpret maps and learners should be able to identify the compass rose, title, and legend/map key

*Students will be skilled at...*

- Researching information about historical figures in our community and the world, using a variety of valid prints, oral, visual, and internet resources
- Sequencing and categorize information
- Expressing ideas orally
- Using standard grammar, spelling, sentence structure, and punctuation
- Interpreting and creating visuals, including graphs, charts, tables, timelines, illustrations, and maps

## UNIT 5: ECONOMICS

**TIMELINE: 9 WEEKS - 4TH NINE WEEKS**

**Unit Summary:** In this unit, learners will understand how economic resources impact individuals and our community through a study of how businesses operate.

- **Transfer Goal:** Participate actively and effectively as a citizen of a democracy, living as part of a global community, by understanding the impact of economic factors, staying informed, and applying sound decision-making.

*Students will know...*

- Free enterprise is part of a free market economy.
- Profit is affected by cost of production and sale price.
- Scarcity impacts goods and services.
- Supply and demand affect prices.

*Students will be skilled at...*

- Expressing ideas orally based on knowledge and experiences
- Using critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology
- Using appropriate mathematical skills to interrupt social studies skills
- Using the decision making process to identify a situation that requires a decision, gathers information, identify options, predicts consequences, and take action to implement a decision