# 3rd Grade Social Studies Overview 2019 - 2020

This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, unit overviews, big ideas, essential questions, concepts for each unit, and the S.S. Instructional Model.

## Definitions

**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.

**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.

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

**Big Ideas and Essential Questions** - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.

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

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

## Parent Supports

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.

- [Pearson Realize](#) – click on the link for directions on accessing the textbook
- [Pebble Go](#)
- [Brainpop](#)
- [Discovery Education](#)
- [Britannica School](#)
- [Ebsco Host](#)
- [Maps 101](#)
- [World Book](#)
- [National Geographic Kids](#)
**Instructional Model**

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.

**Process Standards**

3.17(A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources
3.17(B) sequence and categorize information
3.17(C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting
3.17(D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information
3.17(E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
3.17(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs
3.18(A) express ideas orally based on knowledge and experiences
3.18(B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas
3.18(C) use standard grammar, spelling, sentence structure, and punctuation
3.19(A) use a problem-solving process 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
3.19(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

**Grading Period 1**

**Unit 1: Communities Past and Present**

Estimated Date Range: 8/14-9/26
Estimated Time Frame: 31
Unit Overview:

This unit is important because it helps students understand how the present is shaped by the past. First, students will learn about communities in the present, how communities meet their needs, and reasons why communities were formed. As part of this, students will compare different types of communities. Then, 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 4th and 5th grade where they will be going much more in depth to historical analysis and how historical events impact the present.

Big Ideas:
- The type of community you live in affects how you meet your needs.
- People and events in the past have shaped our communities.

Essential Questions
- How does the community you live in affect your life?
- Why is the past important?

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<thead>
<tr>
<th>Concepts within Unit #1</th>
<th>TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Communities in the Present</td>
<td>3.2A, 3.2B, 3.2C, 3.17C</td>
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<tr>
<td>Concept #2: Communities in the Past</td>
<td>3.1A, 3.2A, 3.1C, 3.2A, 3.2C, 3.3B, 3.3B, 3.3C</td>
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Unit 2: Geography: Map Skills

Estimated Date Range: 9/30-10/22
Estimated Time Frame: 15 (9 days in 1st grading period)

Unit Overview:

This unit is important because students learn and apply map skills to their everyday life. In the 1st concept, students will focus on interpreting maps of various places and regions. In this concept, students will learn about intermediate directions and using a scale for the first time. In the 2nd concept, students will be constructing their own maps. For the maps they create, they will incorporate various map elements such as a compass rose, a scale, legend, and grid system. This unit will help prepare students for 4th grade and beyond where map skills are incorporated into every unit of study.

Big Ideas:
- Maps and map skills help us better understand the world around us.
- Maps need a title, compass rose, scale, grid system, and legend with symbols to represent real-life places.

Essential Questions
- Why do we need maps and map skills?
- How can I make a map of a real-life place?

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<tr>
<th>Concepts within Unit #2</th>
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<td>3.5A, 3.5B, 3.5C, 3.5D</td>
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<td>Concept #2: Creating Maps</td>
<td>3.5A, 3.5B, 3.5C, 3.5D</td>
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Grading Period 2

Unit 3: Geography: Physical and Human Characteristics

Estimated Date Range: 10/23 - 11/12
Estimated Time Frame: 15
Unit Overview:

This unit is important because students will learn about the effects of physical and human processes for the first time. In the first concept, students will learn about variations in the physical environment and the effects of particular natural hazards. In the second concept, students will compare human characteristics of various regions and how people adapt to and modify the environment in those regions. Students will build on this unit in 4th grade where they will analyze how people adapt and modify in a historical context.

Big Ideas:
- There are many types of climate, landforms, natural resources, and natural hazards in the world.
- We adapt to and modify the physical environment where we live.

Essential Questions
- What makes our physical environment diverse?
- How do variations in the physical environment affect our lives?

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<th>Concepts within Unit # 3</th>
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<td>3.4A, 3.4C, 3.4E</td>
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<tr>
<td>Concept #2: Human Characteristics</td>
<td>3.4A, 3.4C, 3.4E</td>
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Unit 4: Culture

Estimated Date Range: 11/13-12/19
Estimated Time Frame: 22

Unit Overview:

In this unit students will first learn about cultural celebrations. They will compare various ethnic and cultural celebrations from their community to other communities. In concept 2, they will learn about the impact of heroes like Harriet Tubman and Todd Beamer. In the last concept, students will focus on the significance of various writers and artists like Laura Ingalls Wilder and Kadir Nelson.

Big Ideas:
- We live in a diverse community and have cultural celebrations from around the world.
- Heroes are an important part of shaping the culture of our nation.
- Paintings, poems, stories, and statues reflect a culture's heritage.

Essential Questions
- How are cultural celebrations in our local community similar to cultural celebrations around the world?
- What role do heroes play in culture?
- Why is the work of writers and artists important?

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<tr>
<th>Concepts within Unit # 4</th>
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<tr>
<td>Concept #1: Cultural Celebrations</td>
<td>3.13A, 3.13B</td>
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<tr>
<td>Concept #3: Impact of Writers</td>
<td>3.15A, 3.15B, 3.17C</td>
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## 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 5th and 8th grade social studies.

### Big Ideas:
- Freedom is the theme throughout our founding documents.
- The United States Government is divided into three branches.
- Governments at the local, state, and national level provide services for the well-being of its citizens.

### Essential Questions
- What is the main purpose of the founding documents of our country?
- What is the basic structure of our government?
- Why do we need more than one level of government?

### Concepts within Unit #5

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<th>Concept #1: Founding Documents</th>
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<th>Concept #3: Levels of Government</th>
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<td>3.9A, 3.9B, 3.9C, 3.9D, 3.17C</td>
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## Unit Overview:
This unit is important because students will learn from outstanding citizens as well as how they can be an engaged citizen. First, 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. 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.

### Big Ideas:
- Success of a democratic society depends on good citizens engaging in acts of civic responsibility.
- Good citizens from the past can help us make better choices in our own lives.
- Good citizens taking actions can create change and improve communities.

### Essential Questions
- Why are good citizens important to the success of our country?
- What can we learn from good citizens in the past?
- What is the impact of good citizens taking action?

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<th>Concepts within Unit # 6</th>
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<tr>
<td>Concept #1: Characteristics of Good Citizenship</td>
<td>3.11A, 3.11C</td>
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<tr>
<td>Concept #2: Historical Figures as Good Citizens</td>
<td>3.11B, 3.12B, 3.17C</td>
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**Grading Period 4**

**Unit 7: Economics**

Estimated Date Range: 3/16-4/24
Estimated Time Frame: 28

**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 by defining and describing key economic terms as well as introducing supply and demand. From there, students will explore how a business operates and successful business people. Lastly, students will learn about personal finance and create a simple budget. This unit will help students understand historical periods better in 4th and 5th as in those grades they will be learning economics through a historical lens.

**Big Ideas:**
- Businesses and consumers make choices based on the supply and demand of goods and services.
- Businesses make decisions about the production and selling of their goods or services with the goal of making a profit.
- To be a responsible citizen, it is important to create a budget to allocate money for spending, saving, and donating.

**Essential Questions**
- What influences what consumers buy and what businesses make?
- How does a business work?
- What is the best way to manage your money?

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<td>Concept #2: How a Business Works</td>
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<td>Concept #3: Financial Literacy</td>
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**Unit 8: Science and Technology**

Estimated Date Range: 4/27-5/28
Estimated Time Frame: 23

**Unit Overview:**

This unit is important because it gives students an understanding of how science and technology have changed throughout our history. Students will first learn about new technology in the areas of transportation and communication. A particular
emphasis will be on computers and Bill Gates. Then, students will learn about scientific breakthroughs with an emphasis on vaccines and pasteurization. This unit will help students to understand that scientific breakthroughs and new technology improve our lives.

**Big Ideas:**
- New technology has changed the way we live and has improved our lives.
- Scientific breakthroughs have prevented diseases and saved many lives.

**Essential Questions**
- How does changing technology affect our lives?
- How do scientific breakthrough affect our lives?

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<th>Concepts within Unit # 8</th>
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<td>Concept #1: Impact of Technology</td>
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<tr>
<td>Concept #2: Impact of Scientific Breakthroughs</td>
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