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| **Unit 1: Journey into Our Classroom Community**  How do rituals, routines, rules and families' culture shape our classroom community?  (4 weeks) | | | In unit one, students will be looking at rituals, routines and rules within the classroom to create a poster that demonstrates a civic ideal and practice. In addition, students will explore the 7 elements of culture to create a culture box that contains artifacts from their own cultures (Please note: students can also create a passport to stamp as they travel around the world and store in their culture box along with the yearlong unit products).  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * **Civic Ideals and Practice** * How can we apply civic ideals and practices at home, school and the community? * **Culture** * What is culture? | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What are our classroom community’s ritual, routines and rules? * Why are they important? * What are the 7 elements of culture? * How do beliefs, customs, and traditions shape our families ‘and classroom’s cultures? | * Identify and exercise the rights and responsibilities of citizens. * Ask and find answers to questions related to culture. * RI1: Ask and answer questions to demonstrate understandings of a text, referring explicitly to the text as the basis for the answers. * W 1: Write opinion pieces on topics or texts, supporting a point of view with reasons. * SL 4: Report on a topic or text, tell or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. | | | 1. Students will identify and exercise the rights and responsibilities of citizens through discussion of and creation of rituals, routines and rules for their classroom community. 2. The student will ask and find answers to questions related to the seven elements of culture: social organization, customs and traditions, language, arts and literature, religion, government and economic systems. | | 1. **Citizenship & Civic Life**   * 1. Governments in world communities develop rules; laws and plan organize and make decisions.   **2. Culture**   1. What is culture? 2. Peoples in world communities use legends, folktales, oral histories, biographies, autobiographies and historical narratives to transmit values, ideas, beliefs and traditions. | | 1. Students will create a poster that demonstrates a civic ideal or practice with a supporting point of view with reasons and report to the classroom using complete sentences in their product in order to provide requested detail or clarification. 2. Students will recall information from experiences and gather information from print and digital sources to create a culture box that contains artifacts from their own cultures. |
| **Resources:**  **Citizenship & Civic Life**   * Scott Foresman Unit 1 * Houghton Mifflin Read Aloud-The Rule   Theme 1-pp.BTS6-19   * Sample lessons: [RIF Unit 1 Result 1](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%201%20Journey%20into%20Our%20Classroom%20Community/Resources%20Unit%201/RIF%20Unit%201%20Result%201.doc) * Scott Foresman School to Home Newsletter: Unit 1 Family Activity pg. TR3 | | **Culture**   * Visit [www.culturegrams.com](http://www.culturegrams.com) * [Suggested Book List](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%201%20Journey%20into%20Our%20Classroom%20Community/Resources%20Unit%201/Unit%201%20Suggested%20Book%20List.docx) * [Sample Lessons: RIF Unit 1 Result 2](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%201%20Journey%20into%20Our%20Classroom%20Community/Resources%20Unit%201/RIF%20Unit%201%20Result%202.doc) * [Sample of Culture Box Description](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%201%20Journey%20into%20Our%20Classroom%20Community/Resources%20Unit%201/Culture%20Box%20Project%20Description.rtf) * [PPT: Introduction to the Seven Elements of Culture](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%201%20Journey%20into%20Our%20Classroom%20Community/Resources%20Unit%201/Introduction%20to%20the%20Seven%20Elements%20of%20Culture.ppt) * [PPT: Seven Elements of Culture](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%201%20Journey%20into%20Our%20Classroom%20Community/Resources%20Unit%201/Seven%20Elements%20of%20Culture.ppt) | | | **Culture continued…**   * Scott Foresman Vocabulary Card (s): community, culture, tradition, custom, ethnic group, ancestor * Scott Foresman Graphic Organizers: Vocabulary Organizer TR60, Compare and Contrast pp. TR48, TR49; Traditions pp.E21 | | **Culture continued…**   * [Elements of Culture Reflections](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%201%20Journey%20into%20Our%20Classroom%20Community/Resources%20Unit%201/Elements%20of%20Culture%20Reflection.docx) * SF Document-Based Questions   Practice book (Documents 1-3 Part A  And part B pp 8-11)   * [Elements of Culture Rubric Sample 1](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%201%20Journey%20into%20Our%20Classroom%20Community/Resources%20Unit%201/Rubric%20for%20Culture%20Box.docx) * [Rubric for Culture Box Sample 2](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%201%20Journey%20into%20Our%20Classroom%20Community/Resources%20Unit%201/Rubric%20for%20Culture%20Box%20Sample%202.docx) | |

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| **Unit 2: Journey with World Families**  How are groups of people alike and different?  (3-4 weeks) | | In this unit, students will investigate the similarities and differences that exist between their classmates cultures. Students will use their culture box to write and present a “compare and contrast” chart demonstrating the similarities and differences between two or more cultural groups in given categories such as food, shelter, language, religion, arts or beliefs. In addition, students will use an object from their culture box to develop a traditional narrative writing piece.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * **Culture** * How are groups of people alike and different? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * How are the families and traditions of groups of people alike and different? * How do people pass on traditions? | * Describe the value of both cultural unity and diversity within and across groups. * RI9 Compare and contrast the most important points and key details presented in two texts on the same topic. * W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. * SL 4: Report on a topic or text, tell or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. | | | 1. Students explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. | | 1. I **Culture**    1. Families in world communities differ from place to place.    2. Peoples in world communities use legends, folktales, oral histories biographies autobiographies and historical narratives to transmit values, ideas, beliefs and traditions. | | 1. Students will gather information from experiences and other sources (personal culture box) in order to write and present a “compare and contrast” chart demonstrating the similarities and differences between two or more cultural groups in given categories ( such as food, shelter, language, religion, arts or beliefs). Students will then apply this information to construct a personal narrative. |
| Resources: Unit 2  **Culture**   * [Suggested Book List](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%204%20Journey%20with%20World%20Families/Resources%20Unit%204/Unit%204%20Suggested%20Book%20List.docx) * Visit [www.culturegrams.com](http://www.culturegrams.com) | | | * [Sample Lesson: RIF Unit 4 Result 1](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%204%20Journey%20with%20World%20Families/Resources%20Unit%204/RIF%20Unit%204%20%20Result%201.docx) * [I Notice I Wonder](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%204%20Journey%20with%20World%20Families/Resources%20Unit%204/I%20Notice%20I%20Wonder%20Elements.docx) * [Reflection Sheet](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%204%20Journey%20with%20World%20Families/Resources%20Unit%204/Reflection%20Sheet.docx) | | * SF Graphic Organizer TR48, TR49 | |  | |

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| **Unit 3: Journey across the Ocean: Africa**  How does the land shape the people and the people shape the land?  (4 weeks) | | In this unit, students will ask and find answers to geographic questions about continents with an emphasis on Africa as well as gather and interpret information from various geographic representations of Africa. Students will show an understanding of the Continent, Regions and Nations of Africa by constructing maps using their geographic skills and tools. Students will also gather information about the natural and man-made resources in Africa using print and digital sources. In addition, students will take brief notes from sources and sort evidence using a graphic organizer and then report their findings to the classroom.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * **People, Places and Environments** * What are similarities and differences of places near and far? * How do people change the environment, and how does the environment influence human activity? * How do simple geographic skills and tools help humans understand spatial relationships? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * How are continents and landforms represented using geographic skills and tools? * How do we know where one region ends and another begins? * How does the land shape the people and people shape the land? | * Ask and find answers to geographic questions related to the regions, and world. * Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present. * RI 4: Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topics or subject area. * W7: Conduct short research projects that build knowledge about a topic. * SL 4: Report on a topic or text, tell or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. | | | 1. Students will ask and find answers to geographic questions related to the school, community, state, region, and world. 2. The students will gather and interpret information from various representations of earth, such as maps, globes, geospatial technologies, and other geographic tools to inform the study of people, places, and environments, both past and present. | | 1. **Places and Regions**    1. World Communities can be located on maps and globes.    2. Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities. 2. **Human Systems**    1. The physical, human and cultural characteristics of different regions and people throughout the world are different. | | 1. Students will construct a map depicting the continents and the regions of one particular continent that demonstrates an understanding of relative location, distance, direction, boundaries, major physical features, size, and shape; 2. Students will gather information about the natural and man-made resources in Africa using print and digital sources. Students will take brief notes from sources and sort evidence using a graphic organizer and then report their findings to the classroom. |
| Resources: Unit 3  **Places and Regions**   * Suggested [Book](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%205%20Journey%20Across%20the%20Ocean/Resources%20Unit%205/Unit%205%20Suggested%20Book%20List.docx) List * Visit [www.culturegrams.com](http://www.culturegrams.com) | | | * Sample Lessons:   [RIF Unit 2 Result 1](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%205%20Journey%20Across%20the%20Ocean/Resources%20Unit%205/RIF%20Unit%205%20Africa%20Result%201.docx)  [RIF Unit 2 Result 2](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%205%20Journey%20Across%20the%20Ocean/Resources%20Unit%205/RIF%20Unit%205%20Nations%20%20Result%202.docx) | | **Human Systems**   * Sample Lessons;   [RIF Unit 2 Result 3](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%205%20Journey%20Across%20the%20Ocean/Resources%20Unit%205/RIF%20Unit%205%20Resources%20Result%203.docx)  [RIF Unit 2 Result 4](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%205%20Journey%20Across%20the%20Ocean/Resources%20Unit%205/RIF%20Unit%205%20Resources%20Result%204.docx) | |  | |

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| **Unit 4: Journey with**  **Me in Mind**  How do I grow and learn? How do other children grow and learn?  (4 weeks) | | In this unit, students will investigate various children from past and present pop culture and their influence on the local community in countries including Canada, Cuba, Dominican Republic, Mexico and Puerto Rico. Students will discover and list the qualities that make those children special/influential. Students will also investigate the people in their lives that have influenced who they are as individuals and compare their traits with one of the children studied previously.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * **Individual Development and Identity.** * How do children in other parts of the world grow and learn? * How have others influenced who I am and who I'm becoming? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * How do I grow and learn? How do other children grow and learn? * What qualities in others have shaped who I am? | * Describe personal characteristics, including interests, capabilities, and perceptions. * Identify people, groups, and institutions that contribute to development. * RI 5 – Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. * W2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. * SL4: Report on a topic or text, tell or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. | | | 1. Students will describe their personal characteristics, including their interests, capabilities, perceptions and backgrounds. 2. Students will identify people, groups, and institutions that contribute to development and identity. | | 1.  **Identity**   * 1. Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.  1. **Individual Development**    1. Families in world communities differ from place to place. | | 1. Students will retell or write a story about a child in another part of the world that relates how the child is like the student and different from the student. 2. Students will study notable people in the community, nation and world, at the present time or in the past, and write a list of qualities that make them special. |
| Resources: Unit 4  **Identity**   * [Suggested Book List](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%203%20Journey%20into%20Me%20in%20Mind/Unit%203%20Suggested%20Book%20Titles.docx) | | | * SF: Biography Samples pp.24-25,46-47, 96-97,118-119, 156-157, 176-177,236-237272-273, 298-299, 312-314 | |  | |  | |

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| **Unit 5: Journey into the Past: Central and South America**  How does the past influence our everyday culture?  (4 weeks) | | In this unit, students will study Central and South America with regards to the theme Time, Continuity and Change. They will focus on the rainforest and the various circumstances that impacted it over time, such as the development of the Panama Canal and deforestation.  The class will construct an ongoing timeline displaying the impact of environmental changes and the decisions people make on the rainforest from past to present.  Furthermore, students will write narratives and descriptions about life in the past.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * **Time, Continuity and Change** * What happened in the past**?** * What caused certain events? * How was life in the past similar to and different from life today? | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | **RESULTS** | **CONTENT** | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What are the consequences of past events for the present and future? * How does the past influence our everyday culture? | * Describe examples of cause and effect relationships. * Identify examples of both continuity and change as depicted in stories. * Use sources to learn about the past in order to inform decisions about actions on issues of importance today. * RI3 – Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect. * W3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. * W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources & sort evidence into provided categories. | | 1. Students will identify examples of both continuity and change as depicted in stories. 2. Student will describe examples between cause and effect relationships. 3. Students will use sources to learn about the past in order to inform decisions about issues of importance today. | 1. **Change**    1. World Communities change over time.    2. Important events and eras of the near and distant past can be displayed on timelines.    3. Calendar time can be measured in terms of years, decades, centuries, etc. | 1. Students will enact role-plays in which past events and experiences are reconstructed. 2. Students will construct timelines that indicate an understanding of sequence of events. 3. Students will write stories and descriptions about life in the past. |
| Resources: Unit 5  **Change**   * Visit [www.culturegrams.com](http://www.culturegrams.com) * [Suggested Book List](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%202%20Journey%20into%20the%20Past/Resource%20Unit%201/Unit%202%20Suggested%20Book%20List.doc) | * Scott Foresman: Use a Time Line pp. 248-249 * Scott Foresman: Workbook p 5 | | * <http://kids.mongabay.com/> |  | |

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| **Unit 6: Journey into World Economies: Asia**  How are goods made, delivered and used? How does the availability of resources influence economic decisions?  (4 weeks) | | In this unit, students will explore various products and exports from China, Japan, and Korea. Students will focus on what products make it possible for children in those countries to eat lunch, how and what foods gets to the table, and how change can affect the daily decisions people make such as what to eat that day. Students will invent a new product and a business to market this product to the classroom or create a new menu with Asian foods to demonstrate their understanding of production, distribution and consumption.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * **Production, Distribution, and Consumption.** * How are goods made, delivered, and used? * How do people decide what to produce and what services to provide? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What does lunch look like in China, Japan and Korea? * How does it get to the table? * How can change affect decisions about goods and services (trade)? | * Ask and find answers to questions about the production, distribution, and consumption of goods and services in the school, community and in a global context. * Assess how consumers will react to rising and falling prices for goods and services. * RI 3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause/effect. * W 2: Write informative or explanatory texts to examine a topic and convey ideas and information clearly. * SL 4: Report on a topic or text, tell or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. | | | 1. Students will ask and find answers to questions about the production, distribution, and consumption of goods and services such as how do we acquire the goods and services we need and want? 2. Students will assess how consumers' behaviors change with supply and demand. | | 1. **Challenge of meeting needs and wants in world communities**    1. Asian societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? For example: supply and demand, trade, imports and exports. 2. **Economic decision making in world communities**    1. Economic decisions in world communities are influenced by many factors such as world trade, resources and demands. | | 1. Students will invent a new product and organize a classroom or individual business that markets the product to the classroom or community. 2. Students will create a new menu for the classroom/cafeteria which includes authentic Asian foods and chart the production, consumption and distribution of the items. |
| Resources: Unit 6   * Scott Foresman Unit 5 * [Suggested Book List](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%206%20Journey%20into%20Word%20Economies/Resources%20Unit%206/Unit%206%20Suggested%20Book%20List.docx) | | | * [Teaching Ideas](http://www.google.com/url?q=http://www.proteacher.org/c/377_Economics.html&sa=U&ei=1jasT5veHYaI6QGVrpjBBA&ved=0CBgQFjAB&usg=AFQjCNFXN0G3G6SB47FGLgyHZoUhTrRabQ) | | * [Snapshot of Practice #2](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%206%20Journey%20into%20Word%20Economies/Resources%20Unit%206/Snapshots%20of%20Practice.pdf) | |  | |

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| **Unit 7: Journey into World Leadership: Europe**  How are power, authority, and governments alike and different across groups and nations?  (4 weeks) | | In this unit, students will study the United States, Poland and Spain with regards to the theme of Power, Authority and Governance. Students will explore and compare the governments in European countries with the government in the United States.  They will investigate the various ways Poland and Spain handle disputes, problems, and local issues.  After students discover how Poland and Spain have resolved their local issues, they will research the people in their community that make major decisions, discuss local issues, and write/report possible solutions to school or community problems that require working with those in positions of authority. Furthermore, students will prepare and implement an action plan addressing a local public issue or problem.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * **Power, Authority, and Governance.** * What is government? * How are power, authority, and governments alike and different across groups and nations? * How are local issues addressed in Europe and the United States? | | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What does government look like in Poland, Spain and the U.S.A? * What are the rights and responsibilities of people in a group, and those in authority? * How are human’s rights addressed in Poland, Spain and the USA? | * Ask and find answers to questions about power, authority, and governance in the region, nation, and world. * Analyze conditions and actions related to power, authority, and governance that contribute to conflict and cooperation among groups and nations, or detract from cooperation. * RI9: Compare and contrast the most important points and key details presented in two texts on the same topic. * W1: Write opinion pieces on topics or texts, supporting a point of view with reasons. * SL4: Report on a topic or text, tell or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace. | | | 1. **Students will compare and contrast two or three world communities to identify how their government systems influence the lives of citizens.** 2. **Students will identify a contemporary issue and explain how the citizens in a particular world community might view/resolve that issue given their social and political structure**. | | 1. **People making and changing rules and laws**    1. The processes of selecting leaders, solving problems, and making decisions differ in Poland, Spain and the United States.    2. People in world communities may have conflicts over rules, rights, and responsibilities. 2. **Governments around the world**    1. Governments in world communities have the authority to make, carry out, enforce laws and manage disputes among them. | | 1. Students will write and report possible solutions to school or community problems that require working with those in positions of authority. 2. Students will prepare and implement an action plan addressing a local, state or global public issue or problem. |
| Resources: Unit 7 Folder  **People making and changing rules and laws**   * [Suggested Book List](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%207%20and%208%20Journey%20into%20World%20Leadership/Resouces%20Unit%207%20and%208/Unit%207%20and%208%20Suggested%20Book%20List.docx) * [Snapshots of Practice](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%207%20and%208%20Journey%20into%20World%20Leadership/Resouces%20Unit%207%20and%208/Snapshots%20of%20Practice.pdf) * Scott Foresman Unit 6 | | | * [**Key Vocabulary**](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%207%20and%208%20Journey%20into%20World%20Leadership/Resouces%20Unit%207%20and%208/Different%20Types%20of%20Governments.docx) * Time for Kids <http://www.timeforkids.com/TFK/kids> * Scott Foresman: Solve a Problem TR59 | | **Governments around the world …**   * [Description of Types of Governments](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%207%20and%208%20Journey%20into%20World%20Leadership/Resouces%20Unit%207%20and%208/Different%20Types%20of%20Governments.docx) * Scott Foresman Unit 6 * Time for Kids Around the World <http://www.timeforkids.com/TFK/kids/hh/goplaces> | |  | |

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| **Unit 8: Journey into Global Connections**  How do world communities compare with each other?  (4 weeks) | | In this unit, students will choose two countries to compare examples of global connections. They will choose one country that they have already studied and one that hasn't yet been studied. Students will then have the opportunity to create maps, charts, or graphs to show global connections, develop a presentation on global problem/solution or show ways in which technology has increased global connections.  The goals of this unit will be achieved through focused inquiry centered on the following themes:   * Global Connections * How are people, places, and environments connected around the globe? * What are persistent and emerging global issues? * What are the effects of increasing global connections? | | | | | |
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| **ESSENTIAL QUESTIONS** | **COMMON CORE & NCSS STANDARDS** | | **RESULTS** | | **CONTENT** | | **STUDENT PERFORMANCE EXPECTATIONS** |
| * What types of global connections exist in the community, state, region, nation and the world? * How do global connections affect daily life for individuals and those around them? * How has technology affected global connections? | * Ask and find answers to questions about the connections we have to other people and places around the globe. * Identify examples of global connections in their community, state, region or nation. * Identify and examine how wants and needs in in one part of the world may conflict with the wants and needs of people in another part of the world. * Examine the ways in which technology affects global connections. * RI7: use information gained from illustrations and the words in a text to demonstrate understanding of the text. * W8: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. * W7: Conduct short research projects that build knowledge about a topic. | | 1. Students will ask and find answers to questions about the connections we have to other people and places around the globe in order to identify examples of global connections in their community, state, region, nation or world. 2. Students will identify and examine how wants and needs in in one part of the world may conflict with the wants and needs of people in another part of the world. 3. Students will examine the ways in which technology affects global connection. | | 1. **Communities around the world** 2. World communities have social, political, economic, and cultural similarities and differences. 3. World communities change over time. 4. **Challenge of meeting needs and wants in world communities** 5. Human needs and wants differ from place to place. | | 1. Students will gather information from print and digital sources, take brief notes on sources, and sort evidence into a list, map, chart, or graph to show global connections. 2. Students will develop a project or presentation on a global problem, and create a written plan for contributing to a solution. 3. Students will develop a project or presentation to show ways in which technology has a positive effect on global connectivity. |
| Resources: Unit 9  **Communities around the world** | | * Visit [www.culturegrams.com](http://www.culturegrams.com) | | * [Suggested Book List](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%209%20Journey%20into%20Global%20Connections/Resources%20Unit%209/Unit%209%20Suggested%20Book%20List.docx) | | * [Snapshots of Practice](http://intranet/sites/Rochester%20Curriculum/Social%20Studies/Grade%203/Unit%209%20Journey%20into%20Global%20Connections/Resources%20Unit%209/Snapshots%20of%20Practice.pdf) | |