

SAS Pacing Guide (Sept. 2017 – June 2018)

Grade: 3

Subject: Social Studies

In “Communities around the World” students learn about communities around the globe and global citizenship. Students bring with them knowledge about their community. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as social action.

Pacing (Month)	Essential Standards	Unit Topic(s) and Essential Questions	Student Target Outcomes and Goals <i>SWBAT</i>	Focus Topics/Skills	Assessment	Resources	Catholic Identity
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Teachers must select at least three communities* that may reflect the diversity of their local community for extensive study. These communities should represent different regions of the world, types of communities (urban, suburban, and rural), and governmental structures. Excellent resource that can be used for all standards: kids.nationalgeographic.com
Excellent resource for teaching Catholic Teachings: <http://www.usccb.org>

Sept.	Geography, Humans, and the Environment 3.1a-b 3.2a-b 3.3a-b	<p><u>Unit Topic:</u> Geographic regions have unifying characteristics and can be studied using a variety of tools.</p> <p><u>Essential Questions:</u> How is the Earth divided?</p>	<p>-Students will identify the continents and oceans using globes and maps. -Students will locate selected world communities* in relation to oceans and continents.</p>	<p>-Continents -Oceans</p>	Label continents and oceans	BrainPop Jr. - Continents and Oceans “Continents” song http://songsforteaching.com/drjean/singtolearn_s/12continents.pdf	<p>Care for God's Creation</p> <p>Read aloud the Creation Story; discuss how God separated the Earth</p> <p><i>He's got the Whole World in His Hands</i></p>
		<p>How can we describe location?</p>	<p>-Students will identify the differences between a globe and a map. -Students will examine a variety of maps for at least two of the selected world communities, looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city).</p>	<p>-Globe vs. Map -Geographic Information -Parts of a Map: Title, Author, Compass, Legend/Key, Date, Grid, Scale</p>	Label map vs. globe and compass rose (cardinal and intermediate directions)	BrainPop Jr. - Reading Maps dry-erase maps Online Continent Review Games	<p><i>We are many parts; we are all one body (What does it mean to be many parts but one body?)</i></p>

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		<u>Unit Topic:</u> The location of world communities can be described using geographic tools and vocabulary.	-Students will examine where each selected world community is located.	-Location of World Communities on a Globe or Map	Label selected world communities on map		Solidarity What does it mean to be a human family?
Oct.		<u>Essential Questions:</u> Where are world communities located? How can we describe the location of world communities?	-Students will examine the location of each selected world community relative to the United States and other selected world communities. Students will locate each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions.	-Location of World Communities in Relation to Each Other	Label Latitude and Longitude on a paper plate and/or using Play-Doh and a toothpick		How are we all connected?
		<u>Unit Topic:</u> Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.	-Students will examine the geographic factors of each selected world community including physical features and climate, noting how certain factors are likely to support settlement and larger populations. -Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.	-Geographic Factors		Inquiry: Geography	Care for God’s Creation How can we use God’s gifts the right way? Story of Adam and Eve.

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		<p><u>Essential Questions:</u> How does geography influence settlement? How do people change the environment?</p>	<p>-Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs. -Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community.</p>	<p>-Adaptations to the Environment -Modifications to the Environment -Protecting the Environment</p>	<p>Engineering design brief: Portable Library</p>		<p>Use recycled materials for the Portable Library design brief; discuss why we should recycle (Taking care of God’s Creation)</p>
Nov..	<p>Time, Continuity, and Change 3.4a-b</p>	<p><u>Unit Topic:</u> Each community or culture has a unique history, including heroic figures, traditions, and holidays.</p>	<p>-Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.</p>	<p>-Legends -Folktales -Oral History -Biographies -Historical Narratives</p>	<p>Choose a story that was shared in class, reflect Write a folktale</p>	<p>The Keeping Quilt by Patricia Polacco, Paul Bunyan, Johnny Appleseed</p>	<p>Life and Dignity of the Human Person Use the story of Noah or Moses to demonstrate how Bible stories are passed down to share the faith</p>
		<p><u>Essential Question:</u> Why is oral history important?</p>	<p>-Students will explore the arts, music, dance, and literature for each selected world community.</p>	<p>-Art -Music -Dance</p>	<p>Observe dances from the selected world communities; compare/contrast</p>	<p>Mexican Hat Dance, Square Dance, African Drumming, Bagpipes, etc.</p>	<p>Lives of the Saints.</p>

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Dec.	Development, Movement, and Interaction of Cultures 3.5a-b 3.6a	<p><u>Unit Topic:</u> Communities share cultural similarities and differences across the world.</p> <p><u>Essential Question:</u> How does our culture compare and contrast with other cultures?</p>	<p>-Students will compare and contrast the structure and activities of families and schools in each selected community with their own.</p> <p>-Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.</p> <p>-Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.</p>	<p>-Family Structures around the World -School Structures around the World</p> <p>-World Languages, Customs, Religious Practices, Holidays, Festivals</p>		<p>Inquiry: Cultural Diversity</p> <p>Research using kids.nationalgeographic.com</p>	<p>Call to Family, Community, and Participation</p> <p>How do we show respect for different cultures? (Through research, students should find that we’re more similar than different)</p>
		<p><u>Unit Topic:</u> Communities from around the world interact with other people and communities and exchange cultural ideas and practices.</p> <p><u>Essential Question:</u> Is sharing and trading across countries always a good thing?</p>	<p>-Students will examine people, goods, and ideas that have diffused from other communities into each selected world community and the impact of the people, goods, and ideas on these communities. - Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their impact on those communities.</p>	-Cultural Diffusion	(Use Inquiry as Assessment)	Inquiry: Globalization	<p>Life and Dignity of the Human Person</p> <p>How can we share our gifts and talents in order to serve others?</p>
Jan.							

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Feb.	Civic Ideals and Practices 3.7a-d 3.8a-c	<p>Unit Topic: Governments in communities and countries around the world have the authority to make and enforce laws. The role of the citizen within these communities or countries varies across different types of governments.</p> <p>Essential Question: Does it matter how leaders are chosen?</p>	-Students will examine what type of government is found in each selected world community and compare and contrast it with United States government as well as other selected world communities.	-Governments around the World	(Use Inquiry as Assessment)	Inquiry: Leadership and Government	<p>Rights and Responsibilities</p> <p>What are our responsibilities as Catholics? (Do the right thing, help those in need, etc.)</p> <p>How does the Holy Spirit guide us in making the right decisions?</p> <p>What makes a good leader? How can we lead by example?(Jesus with his Disciples, how did he lead)?</p> <p>How should we show respect for our leaders?</p>
			-Students will examine different processes of selecting leaders, solving problems, and making decisions in nations and communities and compare and contrast them to the process used in the United States.	-Selecting Leaders -Solving Problems -Making Decisions	(Use Inquiry as Assessment)		
			-Students will examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in each selected world community and compare and contrast it with the process in the United States as well as other selected world communities.	-Rules and Laws	Reflect on our class/school rules and why they are important		
			-Students will examine the role of the citizen in each selected world community and how this role is similar to or different from the role a citizen plays in the United States as well as other selected world communities.	-Citizenship	U.S. Symbols Project	Research: U.S. Symbols Pledge of Allegiance	

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Mar.		<p><u>Unit Topic:</u> The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.</p> <p><u>Essential Question:</u> Do people around the world care about children’s rights?</p>	-Students will examine the extent to which governments and citizens have protected human rights and treated others fairly for each world community.	-Human Rights	(Use Inquiry as Assessment)	<p>Inquiry: Children’s Rights</p> <p>My Brother Martin by Christine King Farris</p>	<p>Option for the Poor and Vulnerable</p> <p>What blessings has God given to us? How to we show God we are thankful?</p> <p>Write a prayer for those who do not have basic human rights</p>
			-Students will examine prejudice and discrimination and how they serve as barriers to justice and equality for all people.	-Prejudice and Discrimination	(Use Inquiry as Assessment)		
			-Students will investigate steps people can take to support social action and change.	-Social Action and Change	(Use Inquiry as Assessment)		
Apr.	<p>Creation, Expansion, and Interaction of Economic Systems</p> <p>3.9a-b 3.10a-b</p>	<p><u>Unit Topic:</u> Communities meet their needs and wants in a variety of ways, forming the basis for their economy.</p> <p><u>Essential Questions:</u> Does every world community have the same natural</p>	-Students will investigate available resources for each selected world community and how these resources are used to meet basic needs and wants. -Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community.	-Human and Natural Resources	Research natural resources of selected world communities (kids.nationalgeographic.com)	<p>BrainPop Jr. Natural Resources</p>	<p>The Dignity of Work and the Rights of Workers</p> <p>How can we use our gifts and talents to help those in need? (Fundraiser, service project)</p>
			-Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community. -Students will examine the various ways	-Meeting Basic Needs	Research how people meet their basic needs in selected world communities		

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		resources? Why are natural resources important?	people earn a living and how this has changed, if at all, over time in each selected world community.			projectnica.com	How does work make us Holy?
May		<u>Unit Topic:</u> Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?	-Students will determine what goods are produced and services are provided in each selected world community. -Students will examine how the goods are produced within each selected world community. -Students will investigate who receives the goods that are produced in each selected world community.	-Goods and Services	Research a local business in the community: decide if they provide goods or services, and how they do it.	BrainPop Jr. Goods and Services Guest speaker: local business person	Rights and Responsibilities How can sharing our goods and services help us grow as Catholics?
		<u>Essential Question:</u> Why do countries need each other?	-Students will examine each selected world community in terms of what products and/or services it exports to other communities. -Students will examine each selected world community in terms of what products and/or services it imports from other communities. - Students will explore the basic economic concepts of supply and demand and how they influence prices and trade. -Students will examine how technological developments in transportation and communication have influenced trade over time.	-Needs and Wants -Trade -Transportation and Communication	(Use Inquiry as Assessment) Needs vs. Wants Collage (Make a T-Chart on poster paper, then cut out pictures from magazines and sort into categories)	Inquiry: Global Trade BrainPop Jr. Needs and Wants	What do we “owe” others?