

Williamsville Central School District

Discipline Social Studies
Course/Grade Grade 3: Communities Around the World - Learning About People and Places

In the grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

Essential Questions

Essential questions are those that require students to construct knowledge and make sense of the integration of prior and new knowledge. They have no right answer, are arguable, embrace the standards of a course, recur in later life, require higher level thinking, raise new questions, sustain engaged inquiry, raise important conceptual or philosophical issues, provide purpose for learning, are tied to assessments, and lead to enduring understandings.

- **History**
 - Does a country's history affect a person's future?
- **Culture**
 - Would your life be different if you were brought up in another country?
- **Geography**
 - Do geographical features create differences among world communities?
- **Economics**
 - Would your life change if your country had different resources? (capital, human, natural)
- **Government**
 - Should governments have power to make rules and laws?
- **Civics, Citizenship**
 - Is it important to be a good citizen no matter where you live?

Guide to Curriculum-Related Vocabulary

Guaranteed and Viable Curriculum

Guaranteed: The guaranteed curriculum is what is **imperative** to teach—a curriculum that is communicated and assured to all groups; clear guidance to teachers regarding what knowledge is **expected** to be learned in courses or at grade levels.

Viable: a viable curriculum is a curriculum that can be realistically taught during the time available during the course of a school year. Its focus is on what is **essential vs. supplemental** to teach in a school year. It must be organized and sequenced to enable effective student learning—that is, to say, checking to make sure the essentials are being taught **AND** learned. The focus is on the standards that are most essential and demand the greatest amount of time.

Curriculum: the sequencing and pacing of essential declarative and procedural knowledge, common assessments along with the experiences students must have with that content.

Power Performance Indicators

Power performance indicators are an essential part of the curriculum and define the essential (inescapable) knowledge, understandings, skills, and processes of a particular course of study. They should be designated based on their endurance, leverage (capacity of the standard to be applied) and importance for higher level learning in the discipline. **Power Performance Indicators are denoted in bold print.**

Essential Components

Declarative Knowledge: Answers the questions, “what do students need to know and understand?” Includes, facts, concepts, principles, generalizations, cause/effect sequences, time sequences, and vocabulary terms.

Procedural Knowledge: Answers the question, “What do students need to be able to do and at what level of application (Bloom’s Taxonomy). Includes skills and processes that result in construction of models, shaping of ideas, and internalization of knowledge (practice to achieve automaticity and fluency).

Key Vocabulary/Glossary: Vocabulary deemed essential to the curriculum.

K-12 Social Studies Concepts Matrix

Concept	K	1	2	3	4	5	6-12
<u>Change</u>	I	R	R	R	R	R	R
<u>Choice</u>	I	R	R	R	R	R	R
<u>Citizenship</u>	I	R	R	R	R	R	R
<u>Civic Values</u>	I	R	R	R	R	R	R
<u>Culture</u>	I	R	R	R	R	R	R
<u>Decision Making</u>	I	R	R	R	R	R	R
<u>Diversity</u>	I	R	R	R	R	R	R
<u>Environment</u>	I	R	R	R	R	R	R
<u>Identity</u>	I	R	R	R	R	R	R
<u>Justice</u>	I	R	R	R	R	R	R
<u>Needs & Wants</u>	I	R	R	R	R	R	R
<u>Places & Regions</u>	I	R	R	R	R	R	R
<u>Empathy</u>		I	R	R	R	R	R
<u>Government</u>		I	R	R	R	R	R
<u>Human Rights</u>		I	R	R	R	R	R
<u>Scarcity</u>		I	R	R	R	R	R
<u>Economic Systems</u>			I	R	R	R	R
<u>Environment & Society</u>			I	R	R	R	R
<u>Factors of Production</u>			I	R	R	R	R
<u>Interdependence</u>			I	R	R	R	R
<u>Movement of People & Goods</u>			I	R	R	R	R
<u>Physical Systems</u>			I	R	R	R	R

Williamsville Central School District
Grade 3 Social Studies Curriculum

Concept	K	1	2	3	4	5	6-12
<u>Science & Technology</u>			I	R	R	R	R
<u>Urbanization</u>			I	R	R	R	R
<u>Power</u>			I	R	R	R	R
<u>Conflict</u>			I	R	R	R	R
<u>Uses of Geography</u>			I	R	R	R	R
<u>Belief Systems</u>				I	R	R	R
<u>Political Systems</u>				I	R	R	R
<u>World in Spatial Terms</u>				I	R	R	R
<u>Human Systems</u>					I	R	R
<u>Imperialism</u>					I	R	R
<u>Nation - State</u>					I	R	R
<u>Nationalism</u>					I	R	R

I= Introduce Concept
R= Reinforce Concept

K-12 Social Studies Concepts – History

Belief System	means an established orderly way that groups or individuals look at religious faith or philosophical tenets.
Conflict	is a clash of ideas, interests, or wills that result from incompatible opposing forces.
Change	involves the basic alterations in things, events, and ideas.
Choice	means the right or power to select from a range of alternatives.
Culture	means the patterns of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living, which any society transmits, to succeeding generations to meet its fundamental needs.
Diversity	means understanding and respecting others and oneself including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.
Empathy	means the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.
Identity	means awareness of one's own values, attitudes and capabilities as an individual and as a member of different groups.
Interdependence	means reliance upon others in mutually beneficial interactions and exchanges.
Imperialism	means the domination by one country of the political and/or economic life of another country or region.
Movement of People and Goods	refers to the constant exchange of people, ideas, products, technologies, and institutions from one region or civilization to another that has existed throughout history.
Nationalism	means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.
Urbanization	means movement of people from rural to urban areas.

K-12 Social Studies Concepts – Geography

The World in Spatial Terms	Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.
Places and Regions	This identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.
Physical Systems	Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.
Human Systems	People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans complete for control of Earth's surface.
Environment and Society	The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.
The Uses of Geography	Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time - that is, of Earth as it was, is, and might be.
Environment	means the surroundings, including natural elements and elements created by humans.

K-12 Social Studies Concepts - Economics

Needs and Wants	refer to those goods and services that are essential such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, (i.e., wants - education, security, health care, entertainment).
Economic Systems	include traditional, command, market and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?
Factors of Production	are human, natural, and capital resources which when combined become various goods and services (e.g., How land, labor, and capital inputs are used to produce food).
Scarcity	means the conflict between unlimited needs and wants and limited natural and human resources.
Science and Technology	means the tools and methods used by people to get what they need and want.

K-12 Social Studies Concepts - Civics, Citizenship, and Government

Justice	means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.
Nation-state	means a geographic/political organization uniting people by a common government.
Citizenship	means membership in a community (neighborhood, school, region, state, nation, and world) with its accompanying rights, responsibilities, and dispositions.
Political Systems	such as monarchies, dictatorships, and democracies address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides for ways that parts of that system interrelate and combine to perform specific functions of government.
Power	refers to the ability of people to compel or influence the actions of other. "Legitimate power is called authority."
Government	means the "formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state and local levels, who exercise decision making power or enforce laws and regulations." (Taken from: Civics Framework for the 1998 National Assessment of Educational Progress, NAEP Civics Consensus Project, the National Assessment Governing Board, United States Department of Education, p. 19).
Decision Making	means the processes used to "monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict." (Taken from: Civics Framework, p.18).
Civic Values	refer to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.
Human Rights	are those basic political, economics, and social rights that all human beings are entitled to, such as the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of himself and of his family. Human rights are inalienable and expressed by various United Nations Documents including the United Nations Charter and Universal Declaration of Human Rights.

Grade 3: Communities Around the World - Learning About People and Places
Learning Standards 1 and 2: New York State, United States, and World History

Essential Questions

- **History:** Does a country's history affect a person's future?
- **Culture:** Would your life be different if you were brought up in another country?

Declarative Knowledge		Key Vocabulary
<p>Cultures and civilizations</p> <ul style="list-style-type: none"> • What is a culture? What is a civilization? • How and why do cultures change? • People in world communities exchange elements of their culture. • People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs and traditions. • People in world communities celebrate their accomplishments, achievements and contributions. • Historic events can be 	<ul style="list-style-type: none"> • define culture (as the learned behavior of a group of people) and give examples of cultural traits (such as: religion, language, architecture, laws, government system, means of economic exchange, customs, traditions, roles of individuals) and determine how and why cultures change over time. • define civilization (as the high level of cultural and technological development of a group of people). • explain how world communities learn and exchange elements of their culture (for example: architecture, language, religion, beliefs, customs, traditions, technologies/tools, formal and 	<ul style="list-style-type: none"> • AD • ancestors • architecture • BC • centuries • characteristics • civilization • cultural diversity • culture • decades • diverse • ethnic • extended family • immediate family • millennia

Declarative Knowledge		Key Vocabulary
<p>viewed through the eyes of those who were there, as shown in their art, writings, music and artifacts.</p> <p>Communities around the world</p> <ul style="list-style-type: none"> • People of similar and different cultural groups often live together in world communities. • World communities have social, political, economic and cultural similarities and differences. • World communities change over time. • Important events and eras of the near and distant past can be displayed on timelines. • Calendar time can be measured in terms of years, decades, centuries and millennia using BC and AD as reference points. • All people in world communities need to learn and they learn in different ways. • Families in world communities differ from place to place. • Beliefs, customs and 	<p>informal education).</p> <ul style="list-style-type: none"> • give examples of how world communities use legends, folktales, oral histories, biographies, autobiographies and historical narratives to transmit values, ideas, beliefs and traditions. • explain how basic historical events (including accomplishments, achievements and contributions) of world communities are often reflected in art, writings, music and artifacts. • explain that calendar times can be measured in terms of years, decades, centuries and millennia using BC and AD as reference points (for example; timelines) and that these timelines indicate how world communities change over time. • compare and contrast basic family structures in world communities. • identify that people in different world communities may have different interpretations and 	

Declarative Knowledge		Key Vocabulary
<p>traditions in world communities are learned from others and may differ from place to place.</p> <ul style="list-style-type: none"> • Different events, people, problems and ideas make up world communities. • People in world communities may have different interpretations and perspectives about important issues and historic events. 	<p>perspectives about important issues and historic events.</p> <ul style="list-style-type: none"> • compare and contrast the geographic, political, economic and cultural characteristics of the United States and the other three countries that were studied this year. 	

Grade 3: Communities Around the World - Learning About People and Places

Learning Standard 3: Geography

Essential Questions

- **Geography:** Do geographical features create differences among world communities?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>The location of world communities</p> <ul style="list-style-type: none"> • World communities can be located on maps and globes (latitude and longitude). • The spatial relationships of world communities can be described by direction, location, distance and scale. • Regions represent areas of Earth's surface with unifying geographic characteristics. • World communities can be located in relation to each other and to principal parallels and meridians. • Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities. • Earth's continents and oceans can be located in 	<ul style="list-style-type: none"> • name and locate the 7 continents and 4 major oceans on a world map. • locate world communities in relation to each other using direction, location, distance, and scale on a world map. • locate areas within world communities on a world map using longitude and latitude. • use aerial photographs and satellite-produced maps to locate world communities and to identify aspects of those communities. • recognize the difference between political and physical boundaries and can identify aspects of each 	<ul style="list-style-type: none"> • adapt • agriculture • atlas • boundary • climate • desert • elevation • forest • highland • latitude • longitude • parallel • physical features • physical map • political map • population density • population map • precipitation • prime meridian • product map • scale of miles • tropical rainforests • vegetation

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>relation to each other and to principal parallels and meridians.</p> <p>Physical, human and cultural characteristics of world communities</p> <ul style="list-style-type: none"> • Where do people settle and live? Why? • The causes and effects of human migration vary in different world regions. • The physical, human and cultural characteristics of different regions and people throughout the world are different. • Interactions between economic activities and geographic factors differ in world communities. • The factors that influence human settlements differ in world communities. <p>People depending on and modifying the physical environment</p> <ul style="list-style-type: none"> • People living in world communities depend on and modify their physical 	<p>on a map.</p> <ul style="list-style-type: none"> • compare and contrast how the environments of world communities influenced human settlement and migration. • identify and explain how environment influences lifestyles in world communities. • give examples of how people have changed and/or adapted to their environment in the United States and the 3 countries studied this year. 	<ul style="list-style-type: none"> • volcano

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
environments in different ways. <ul style="list-style-type: none">• Lifestyles in world communities are influenced by environmental and geographic factors.• The development of world communities is influenced by environmental and geographic factors.		

Grade 3: Communities Around the World - Learning About People and Places

Learning Standard 4: Economics

Essential Questions

- **Economics:** Would your life change if your country had different resources? (capital, human, natural)

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Challenges of meeting needs and wants in world communities</p> <ul style="list-style-type: none"> • 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? • Human needs and wants differ from place to place. • People in world communities make choices due to unlimited needs and wants and limited resources. • People in world communities must depend on others to meet their needs and wants. • Production, distribution, exchange and consumption 	<ul style="list-style-type: none"> • identify goods and services provided by, and for, the people in the United States and each of the 3 countries studied this year. • discuss that people in world communities organize their economies to determine what, how and for whom goods and services should be produced and distributed. • explain that people in world communities make choices and modify their environment due to unlimited wants and needs and limited resources. • distinguish among human, capital and natural resources and how these resources are 	<ul style="list-style-type: none"> • balance of trade • capitalism • commerce • developed nation • developing nation • distribution • exchange • free trade • inflation • opportunity costs • trade barrier • trade-off

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>of goods and services are economic decisions all societies must make.</p> <ul style="list-style-type: none"> • People in world communities use human, capital and natural resources. People in world communities locate, develop and make use of natural resources. • Resources are important to economic growth in world communities. <p>Economic decision making in world communities</p> <ul style="list-style-type: none"> • Production, distribution, exchange and consumption of goods and services are economic decisions which all world communities must take. • Economic decisions in world communities are influenced by many factors. 	<p>important to economic growth.</p> <ul style="list-style-type: none"> • explain that societies make economic decisions based on the production, distribution, exchange and consumption of goods and services. • identify how people locate, develop and make use of (conserve, regulate, recycle) natural resources. • discuss how economic decisions in world communities are influenced by many factors including cultural values and beliefs. These decisions include production, distribution, exchange, consumption of goods and services, and the necessity of communication in a global economy. 	

Grade 3: Communities Around the World - Learning About People and Places

Learning Standard 5: Civics, Citizenship and Government

Essential Questions

- **Government:** Should governments have power to make rules and laws?
- **Civics, Citizenship:** Is it important to be a good citizen no matter where you live?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>Symbols of citizenship in world communities</p> <ul style="list-style-type: none"> • People in world communities celebrate various holidays and festivals. • People in world communities use monuments and memorials to represent symbols of their nations. <p>People making and changing rules and laws</p> <ul style="list-style-type: none"> • People in world communities form governments to develop rules and laws to govern community members. • People in world communities may have conflicts over rules, rights and responsibilities. 	<ul style="list-style-type: none"> • explain why communities need laws and rules to govern and protect community members. • identify positive ways of effecting change through organization and political action. • explain, by giving examples, that world communities may disagree about issues involving the use of technology, land use, resource management, distribution of limited resources, customs and traditions. • explain how the processes of selecting leaders, planning, organizing, solving problems and 	<ul style="list-style-type: none"> • balance of trade • capitalism • commerce • developed nation • developing nation • distribution • exchange • free trade • inflation • opportunity costs • trade barrier • trade-off

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> • The process of selecting leaders, solving problems and making decisions differ in world communities. <p>Governments around the world</p> <ul style="list-style-type: none"> • Governments in world communities organize to provide functions people cannot provide as individuals. • Governments in world communities have the authority to make, carry out and enforce laws and manage disputes among them. • Governments in world communities develop rules and laws. • Governments in world communities plan, organize and make decisions. 	<p>making decisions may differ in world communities.</p> <ul style="list-style-type: none"> • give examples of how people in world communities use monuments and memorials to represent special people, traditions and or events. • explain how governments in world communities organize to provide functions people cannot provide as individuals. • explain how governments in world communities have the authority to develop and enforce rules and laws and to manage disputes. • explain how people in world communities celebrate various accomplishments, achievements and contributions through holidays and festivals. 	