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| **SAS STRANDS (SKILLS)** | **DEPARTMENT -WIDE ENDURING UNDERSTANDINGS (CONTENT)** | **Grade 3**  **Essential Questions** | **Cornerstone**  **Assessment** |
| **Standard I: Analyze how individuals,**  **groups, and institutions create and change**  **structures of power, authority, and governance** | * People organize around common needs and interests * There is a relationship between rights and responsibilities | **Communities and Their Decisions**   1. How are people in a community dependant on each other? 2. What rights, freedoms, and responsibilities do citizens have? 3. How does a democratic process affect community life? | Preparing a persuasive speech that addresses a community issue, including how it affects the community economically, socially, environmentally, and a plan for action. |
| **Standard II Explore and apply geographic knowledge and skills** | * Places have both human and physical characteristics * There is a direct relationship between people and their environments | **Mapping**   1. Why do we use maps? 2. How is geography important to us? | **Create a digital map, using a map key with cardinal/intermediate directions, symbols and scale.** |
| **Standard III Recognize how time, continuity, and change affect perspectives and relationships** | * Change is inevitable. * Decisions have consequences in the present and to the future * Our world is connected in a delicate balance (equilibrium and entropy). | **Communities and Their Decisions**  1. In what ways are people dependent on the environment in which they live and work?  2. How has the community influenced the way your family lives?  3. How does a community's past shape its present and its future? | **Creating a timeline that shows when important events happened in history of their community, and how it influenced the way their family lives?** |
| **Standard IV Applies economic concepts** | * People have infinite wants but finite resources. * Unequally available resources lead to exchange. * Resources have limitations. | **Communities and Their Decisions**  1. How do community members contribute to the production and exchange of goods and services?  2. What can we do we overcome the limited resources available for the infinite needs of humans? | Preparing a persuasive speech that addresses a community issue, including how it affects the community economically, socially, environmentally, and a plan for action. |
| **Standard V Examines cultural practices and human interactions** | * People exist simultaneously as an individual and as a member of a group * People are different. * All people have value * Our identity is shaped by external and internal factors | **Celebrations Around the World / Communities and Their Decisions**  1. How do traditional beliefs influence clothing, diet, shelter, and celebrations?  2. How do communities develop traditions based on their cultures, histories, values, and environments? | **Research poster showing the differences and similarities between cultural groups (needs/celebrations) - formative**  **Venn diagram identifying the differences and similarities between 2 cultures - summative** |
| **Standard VI Apply literacy skills and understandings of key ideas, details, structure, and integration of knowledge** *(Proposed Oct 8 by HS Task Force)* | * Technology changes and people need to adapt to those changes * People need to communicate effectively * Reading is an essential skill   *(Proposed Dec 1 by MS Task Force)* | **Integrated Language Arts and Social Studies Units**   1. ELA-6.3.1. Use text media and electronic media to gather information (with guidance) -  **Research poster showing the differences and similarities between cultural groups (needs/celebrations) – formative** 2. ELA-6.3.2. Organize ideas chronologically or around major points of information (with guidance) - **Creating a timeline that shows when important events happened in history of their community, and how it influenced the way their family lives?** 3. ELA-6.3.5 Distinguish between opinion and verifiable facts - Preparing a persuasive speech that addresses a community issue, including how it affects the community economically, socially, environmentally, and a plan for action. |  |