

Third Grade Social Studies - Fifth Six Weeks

Essential Questions: What can I do to change my community or world? How do the things I do effect the class or my family? What things have changed the world for better or worse? How can you compare and contrast different communities?

Grade Level Expectations

GLE 3.6.01 Recognize the impact of individual and group decisions on citizens and communities.

- a. Give examples of conflict, cooperation and interdependence among individuals, groups, and nations.
- b. Examine the relationships and conflict between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection.
- c. Give examples of economic, social, or political changes that result from individual or group decisions.

GLE 3.6.02 Understand how groups can impact change at the local, state, and national level.

- a. Identify examples of actions individuals and groups can take to improve the community.
- b. Identify examples of nonprofit and/civic organizations such as the Red Cross and explain how they serve the common good.

State Performance Indicators

at level 1, the student is able to:

3.6.spi. 1. Classify needs and wants using pictures of common items(i.e. food, cleaning products, clothes, candy, makeup).

<http://www.mcwdn.org/ECONOMICS/NeedWant.html>

<http://ecedweb.unomaha.edu/lessons/mouse.htm>

[Needs and Wants](#)

<http://www.lessonplanspage.com/SSOWantsAndNeeds-WithMagazinePics12.htm>

at level 2, the student is able to:

3.6.spi. 2. Distinguish between conflict and cooperation within group interactions as represented by pictures.

<http://www.pbs.org/parents/arthur/activities/acts/cooperate.html>

<http://urbanext.illinois.edu/conflict/ann07.html>

Conflict and Cooperation Power Point

at level 3, the student is able to:

3.6.spi. 3. Recognize major global concerns (i.e. pollution, conservation of natural resources, global warming, destruction of rain forest).

<http://www.mbgnet.net/sets/rforest/index.htm>

<http://www.epa.gov/owow/NPS/kids/index.html>

<http://epa.gov/climatechange/kids/index.html>

<http://www.rainforesteducation.com/>

<http://www.tramline.com/tours/sci/green/ tourlaunch1.htm>

<http://www.saveourseas.org/saveourseas/aloha.html>

Checks for Understanding

at level 1, the student is able to:

✓ **3.6.tpi.1** Create a list of needs and wants.

✓ **3.5.tpi.2** Classify needs and wants using pictures using common items (i.e. food, cleaning products, clothes, candy, makeup).

at level 2, the student is able to:

✓ **3.6.tpi.3** Understand that scientific discoveries and technology change the way of life for the world across time.

✓ **3.6.tpi.4** Illustrate or create a school store sorting by wants and needs.

✓ **3.6.tpi.5** Compare wants and needs of the United States of America as opposed to another country then create graphs to visually represent these differences and similarities.

✓ **3.6.tpi.6** Determine how scientific and technological discoveries changed the way of life for the world across time (i.e. cotton gin, automobile, electricity, and communications).

✓ **3.6.tpi.7** Exhibit desirable behavior with in the classroom by allowing others to respectfully express their thoughts and beliefs.

at level 3, the student is able to:

✓ **3.6.tpi.8** Take a global concern such as pollution, rainforest, and create a class project aiding the concern.

✓ **3.6.tpi.9** Explain a point of view with reasons, evidence and support.

Assessment: performance assessment, rubric, teacher-made tests, observations, oral questioning, journaling

Academic Vocabulary: agriculture, artifact, ancestor, barter, borders, cardinal directions, distribution, economy, ethnic, exports, geography, global, hemisphere, imports, industry, manufacturing, landforms, latitude, longitude, legend, natural resources, physical map, population, primary source, product, scarcity, rural, suburban, urban, tools, weapons