GRADE 3: COMMUNITIES AROUND THE WORLD

In “Communities around the World,” students learn about communities around the globe and about global citizenship. Students bring with them knowledge about their communities. 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 to social action. (NYS SS Framework)

The key ideas, conceptual understandings, and content specifications guide the study of communities while exploring the major themes of social studies. The various world communities, Key Ideas and social studies practices may be presented in any order. (NYS SS Framework)
NYS Social Studies Standards

Standard 1: History of the United States and New York
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Standard 2: World History
Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

Standard 3: Geography
Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

Standard 4: Economics
Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

Standard 5: Civics, Citizenship, and Government
Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Unifying Themes of Social Studies
The unifying Social Studies themes represent different lenses to be applied to the teaching and learning of the Key Ideas and Conceptual Understandings within the NYS Framework across all grades, K-12.

1. Individual Development and Cultural Identity
2. Development, Movement, and Interaction of Cultures
3. Time, Continuity, and Change
4. Geography, Humans, and the Environment
5. Development and Transformation of Social Structures
6. Power, Authority, and Governance
7. Civic Ideals and Practices
8. Creation, Expansion, and Interaction of Economic Systems
9. Science, Technology, and Innovation
10. Global Connections and Exchange
NYS Grade 3 Key Ideas

Key Ideas
Key Ideas are aligned to the standards and represent enduring understandings that should be the focus of teaching and learning for each grade. Key Ideas are designed to address larger social studies perspectives, trends, and issues. Each grade level consists of eight to twelve Key Ideas, so these statements are intentionally rich and substantial.

Geography, Humans, and the Environment

3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.
3.2 The location of world communities can be described using geographic tools and vocabulary.
3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

Time, Continuity, and Change

3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

Development, Movement, and Interaction of Cultures

3.5 Communities share cultural similarities and differences across the world.
3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

Civic Ideals and Practices

3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.
3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.

Creation, Expansion, and Interaction of Economic Systems

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.
3.10 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?
Conceptual Understandings
Conceptual Understandings are more specific statements that are designed to support each Key Idea. Each Key Idea consists of approximately two to seven Conceptual Understandings that are designed to support the larger Key Idea. Together, the Key Ideas and Conceptual Understandings represent the body of Social Studies concepts that should be the focus of teaching and learning.

Content Specifications
Content Specifications, crafted as “Students will...” statements, add further clarity and depth to the Conceptual Understanding by articulating specific content that can be taught to illuminate the Conceptual Understanding. Ultimately, Content Specifications work in tandem with Conceptual Understandings in support of the larger Key Ideas.

Social Studies Practices
The Social Studies Practices represent the social science and historical thinking skills that students should develop throughout their K-12 education in order to be prepared for civic participation, college, and careers. Similar to the Mathematical Practices within the Common Core Learning Standards, the Social Studies Practices should be infused with the Social Studies content contained within the Key Ideas and Conceptual Understandings.

NYS SS Instructional Shifts
(refer to NYS SS Field Guide)

1) Focus on Conceptual Understandings
   a. From facts ➞ concepts and content knowledge
   b. From breadth ➞ depth
   c. From recall ➞ transfer and connections

2) Foster Student Inquiry, Collaboration, and Informed Action
   a. From teacher as disseminator ➞ teacher as facilitator of investigation
   b. From students learn facts from textbooks ➞ students investigate the social sciences, using multiple sources
   c. From students retell interpretations ➞ students construct interpretations and communicate conclusions

3) Integrate Content and Skills Purposefully
   a. From students experience an additional nonfiction reading class or textbook-focused instruction ➞ students learn to read, discuss and write like social scientists
   b. From students develop literacy skills and social studies practices separately ➞ students develop disciplinary literacy skills and social science practices in tandem
   c. From students learn content knowledge ➞ students integrate and apply concepts, skills, and knowledge
Unit 1 Topic: Geography

Compelling Question: Where Are We?

Supporting Questions:
1. Where are we, as a class community, located?
2. Where are we, as people on Earth, located?
3. Why are we where we are?
4. Where are the “human footprints” on Earth?

Social Studies Practices for this Unit
A. Gathering, Interpreting, and Using Evidence
   - Develop questions about a world community.
   - Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).
   - Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view.
   - Create an understanding of the past by using primary and secondary sources.

D. Geographic Reasoning
   - Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.
   - Distinguish human activities and human-made features from environments (natural events or physical features—land, air, and water—that are not directly made by humans).
   - Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.
<table>
<thead>
<tr>
<th>Conceptual Understandings / Literacy Standards</th>
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</table>
| **3.1a** Earth is comprised of water and large land masses that can be divided into distinct regions. | ➢ **3.1a** Students will identify the continents and oceans by using globes and maps.  
➢ **3.1a** Students will locate the selected world communities in relation to oceans and continents.  
➢ **3.1a** Students will identify the differences between a globe and a map. | **Selected World Communities**: Brazil; Egypt; China  
**Toolkit**: - Inquiry 1: Geography  
**Textbook Support**:  
Geography Themes pp. H10 – H11  
Vocabulary: *millennium, decade, century, BC* |
| **3.1b** Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale. | ➢ **3.1b** 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).  
➢ **3.1b** Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities | **Map Features** pp. H12 – H20; 222  
**Vocabulary**: *globe, map, geography, prime meridian, equator, key/legend, symbol, scale, compass, political map, physical map, landforms, bodies of water*  
**Workbook**: pp. 6-7  
**Directions** pp. 98 – 99; 174  
**Workbook**: p. 21  
**Vocabulary**: *intermediate directions, cardinal directions*  
**Hemispheres**: pp. 110 – 111  
**Workbook**: p. 25  
**Reading a Map** pp. 388 – 389  
**Workbook**: pp. 49, 88  
**Vocabulary**: *latitude, longitude, natural features, grid, history map, locator map*  
**Graphic Organizers**: maps pp. TR67 – TR69  
**Additional vocabulary**: *parallels, Tropic of Cancer, Tropic of Capricorn, Artic Circle, Antarctic Circle*  
**Additional Resources** |
| **3.2a** World communities can be located on globes and maps. | ➢ **3.2a** Students will examine where each selected world community is located. |  |
| **3.2b** World communities can be located in relation to each other and to principle parallels and meridians. | ➢ **3.2b** 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. |  |
| **3.3a** Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents. | ➢ **3.3a** 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.  
➢ **3.3a** Students will investigate the lifestyle of the people who live |  |
<p>| <strong>3.3b</strong> People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment. | ➢ <strong>3.3b</strong> People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment. |  |</p>
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| **Reading:** RI.3.1, RI.3.3, RI.3.4, RI.3.5, RI.3.7 | in each selected world community and how the lifestyle has been influenced by the geographic factors. | **Leveled Readers:**  
Land and Water: How Geography Affects our Community  
Regions and Resources |
| **Writing:** W.3.1c, W.3.4, W.3.8  
**Speaking and Listening:** SL3.1, SL3.4, SL3.6, L3.1, L3.2 | ➢ **3.3b** Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs.  
➢ **3.3b** Students will investigate how human activities and the use of technology have altered the environment, bringing about unintended consequences for each of the selected world communities and their own community.  
➢ **3.3b** Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community. | **NYS Archives:**  
Beer Atlas, Map of Jerusalem, 1873  
Map of Buffalo, New York 1970  
Satellite Image and Map of Brazil  
Vegetation Map of Brazil  
Satellite Image and Map of China  
Vegetation Map of China  
Satellite Image and Map of Egypt  
compare maps and satellite images to photos and drawings of Giza  
Info for teachers on preservation of Giza  
National Geographic for Kids: Egypt  
National Geographic for Kids: Brazil  
National Geographic for Kids: China  
Amazing Facts about the Amazon  
Resources to discuss deforestation, air pollution, dams |
| **Sample Formative Assessments**  
1. Describe the location of the school using geographic tools and vocabulary.  
2. Complete a two-column chart that describes the location of the world’s people in terms of population density.  
3. Assemble an I Notice/I Think chart drawing conclusions about geographic factors that encourage or deter human settlement.  
4. Create a concept web that makes and supports a claim about how the choices and actions of people influence our planet. | **Document-Based Questions Practice Book:**  
pp. 13-20 |
| **Summative Assessment**  
Prompt: Construct an argument supported with evidence that addresses the compelling question from the concrete (our class) to abstract (human impact on the environment). | **Step Up To Writing Tools:**  
Tool E4-2a - Informative/Explanatory Informal Outline  
Tool E1-18c – Easy Two-Column Notes  
Tool E1-34b – Text Structure: Compare/Contrast  
E2-50B – Transition Sets | 4 weeks |
Unit 2 Topic: Civilization & Customs

Compelling Question: How does our culture make us similar and different?

Supporting Questions:
1. What is culture?
2. How does history impact cultures around the world today?
3. How are the lives of children similar and different in global communities?

Social Studies Practices in this Unit
C. Comparison and Contextualization
1. Identify a world region by describing a characteristic that places within it have in common.
2. Identify multiple perspectives by comparing and contrasting points of view in differing world communities.
3. Describe a historical event in a world community.
4. Recognize the relationship between geography, economics, and history in world communities.
5. Describe a historical development in a world community, using specific details, including time and place.
Grade 3

BPS Instructional Guide for Social Studies

SY 2017-2018

3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.

3.4b Arts, music, dance, and literature develop through a community’s history.

3.5a The structure and activities of families and schools share similarities and differences across world communities.

3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

Reading: RI.3.1, RI.3.3, RI.3.4, RI.3.7
Writing: W.3.4, W.3.8
Speaking and Listening: SL3.1, SL3.4, SL3.6, L3.1, L3.2

➢ 3.4a Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
➢ 3.4a Students will examine symbols of each selected world community.

➢ 3.5b Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.
➢ 3.5b Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.

Research Report:
Write to or Visit Places:
Choose a place in your community to visit in order to learn more about your community. Make a list of at least 5 questions to ask one of the workers or to answer on your own as you go through the place of interest. If you ask one of the workers, let them know why you are visiting. Take notes while you are visiting and get paperwork or pamphlets that they have to offer to include in your project. Write 3 paragraphs about the place you visited.

Sample Formative Assessments
1. List key details from text and illustrations to answer the supporting question.
2. Identify examples of historical influences

Selected World Communities: Brazil; Egypt; China

Toolkit: - Inquiry 3: Cultural Diversity

Textbook Support:
What is a Community? pp. 10 – 29
Vocabulary: community, culture

Kinds of Communities pp. 38–53 Workbook: pp. 8-15
Vocabulary: rural community, suburban community, urban community, city, population, transportation

People in a Community
Workbook: pp. 16-20
a. Moving to a New Community pp. 74-77
   Vocabulary: opportunity
b. Learning New Customs pp. 78-81
   Vocabulary: immigrant, custom, ethnic group
c. Where Did They Come From? pp. 84-89
   Vocabulary: ancestor, symbol
d. A New Life in America pp. 90-95
   Vocabulary: citizen, migration, Great Migration

Celebrations
Workbook: pp. 23-24
a. Celebrating Cultures pp. 104-109
   Vocabulary: holiday, tradition
b. Celebrating a Community’s Past pp. 114-117
   Vocabulary: livestock
c. Celebrating Across Our Nation pp. 120-123
   Vocabulary: Civil Rights Movement

Graphic Organizers pp. E20 – E24
Document-Based Questions Practice Book: pp. 1-11
Read Alouds and Primary Sources: pp. 4-33
Read Alouds and Primary Sources: pp. 29-31
   • “In the Year of the Boar and Jackie Robinson”
on present-day cultures around the world on a three-column chart
3. Write a paragraph that compares and contrasts aspects of daily life for kids in several world communities.

**Summative Assessment**
Prompt: How does our culture make us similar and different? Construct an argument supported with evidence that addresses the compelling question.

<table>
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<tr>
<th>Passport to World Communities: pp. 32-42; 72-84</th>
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<tr>
<td>• Symbols - Brazil pp. 30-31</td>
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**Leveled Readers:**
The Places Where We Live
We Are a Part of This Place
Why We Live Where We Live
Old and New in American Indian Life

**Supporting Question 1**
Discovering Culture pp. 6-7 Workbook: p. 22
**Vocabulary:** culture, custom, tradition, cultural diversity, architecture, characteristics, diverse, ethnic, intermediate family, extended family

**Supporting Question 2**
• Brazil Today: Carnaval! The Celebration of Brazil p. 8
• Exploring Countries: France pp. 9-10
• The Ancient Art of Rangoli p. 11

**Supporting Question 3**
• Day in the Life: Kenya pp. 12-13

**Additional Resources**
Folktales (3.4a)

**CKLA Listening and Learning Strand: Hung Gu Po**
• Domain 3: Pages 184 – 202 Students will identify folktales as a type of fiction and explain the story’s beginning, middle, and end. Students will describe the characters, plot, and setting of “Hu Gu Po” and explain that people from different lands tell similar stories.

**CKLA Listening and Learning Strand: People of the Nile**
• Domain 4: pp. 63 – 75 Students will explain the importance of the Nile River and how its floods were important for farming.
Students will describe key components of a civilization.

- Other Domain 4 listening and learning selections about ancient Egypt as needed to provide background knowledge
- Domain 4: pp. 85- Amon-Ra and the Gods of Ancient Egypt

**Egyptian Creation Story**

**Symbols (3.4a)**

**CKLA Listening and Learning Strand: The Sphinx**

- Domain 4: pp. 105-115 Students will be able to explain the significance of the Sphinx in ancient Egypt.

**Great Pyramid** (Google Earth)
**Great Wall of China** (Google Earth)
**Amazon Rainforest** (Google Streetview)
**Chinese National anthem recording**

**CKLA Listening and Learning Strand: Three World Religions (3.5b)**

- Domain 4: Pages 151 – 193 Identify Judaism, Christianity, and Islam as major monotheistic world religions and locate Jerusalem, Israel, and the area known as the Middle East on a map. Students will define monotheism as the belief in one God and identify the Western Wall (or the Wailing Wall) as associated with Judaism, the Church of the Holy Sepulchre with Christianity, and the Dome of the Rock with Islam.

**Photo: Egyptian mosque**

**Holidays and Traditions (3.5b)**

**Egypt** – Ramadan, Eid

[PBS video Eid al Adha](#)

**China** – Chinese New Year p. 167

[PBS video Chinese New Year](#)

**Brazil** – Carnaval

Additional info
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<th>Tang Tomb figures</th>
<th>Rosetta Stone</th>
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<td>Mummies</td>
<td>Ramesses II</td>
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<td>Ancient Egypt</td>
<td>Brazil Facts</td>
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<td>China Facts</td>
<td>China info for teachers</td>
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<td>Brazil info for teachers</td>
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<td>Egypt info for teachers</td>
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**Step Up to Writing Tools:**
- Tool E4-2a - informal Outline
- Tool E1-18c – Easy Two-Column Notes
- Tool E1-34b – Text Structure: Compare/Contrast
- Tool E7-2a – 12 Steps for Writing a Research Report
- Tool E7-10b – Gathering Information with Four-column Notes
- Tool E7-21a – Research Report Scoring Guide
Unit 3 Topic: Globalization

Compelling Question: Is sharing and trading across cultures always a good thing?

Supporting Questions:
1. What is globalization?
2. What are some opportunities created by globalization?
3. What are some challenges created by globalization?

Social Studies Practices in this Unit

A. Gathering, Interpreting, and Using Evidence
   - Develop questions about a world community.
   - Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).
   - Create an understanding of the past by using primary and secondary sources.

B. Chronological Reasoning and Causation
   - Identify causes and effects, using examples from his/her life or from a current event or history.
   - Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.
   - Recognize continuity and change over periods of time.
   - Recognize and identify patterns of continuity and change in world communities.

C. Comparison and Contextualization
   - Identify a world region by describing a characteristic that places within it have in common.
   - Identify multiple perspectives by comparing and contrasting points of view in differing world communities.
   - Recognize the relationship between geography, economics, and history in world communities.

D. Geographic Reasoning
   - Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.
   - Describe how human activities alter places and regions.
E. Economics and Economic Systems

- Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.
- Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.
- Identify the products found in world communities and the various ways people in those communities pay for products.
- Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.

F. Civic Participation

- Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
- Participate in activities that focus on a classroom, school, or world community issue or problem.
- Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.
- Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
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<tr>
<td>3.5a The structure and activities of families and schools share similarities and differences across world communities.</td>
<td>➢ 3.5a Students will compare and contrast the structure and activities of families and schools in each selected community with their own.</td>
<td>Selected World Communities: Brazil; Egypt; China</td>
</tr>
<tr>
<td>3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.</td>
<td>➢ 3.6a Students will examine people, goods, and ideas that have diffused from other communities into each selected world community and the effects of the people, goods, and ideas on these communities.</td>
<td>Toolkit Inquiry – Inquiry 2: Globalization</td>
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<tr>
<td>3.10a Communities around the world produce goods and provide services.</td>
<td>➢ 3.10a Students will determine what goods are produced and services are provided in each selected world community.</td>
<td>Help students see the root “globe” in globalization</td>
</tr>
<tr>
<td>3.10b World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.</td>
<td>➢ 3.10a Students will examine how the goods are produced within each selected world community.</td>
<td>Textbook Support:</td>
</tr>
<tr>
<td>Reading: RI.3.1, RI.3.3, RI.3.4, RI.3.7</td>
<td>➢ 3.10a Students will investigate who receives the goods that are produced in each selected world community.</td>
<td>Why People Move? pp. 76-79</td>
</tr>
<tr>
<td>Writing: W.3.4, W.3.8</td>
<td>➢ 3.10b Students will examine each selected world community in terms of what products and/or services it exports from or imports to other communities.</td>
<td>Vocabulary: opportunity, immigrant, ethnic group</td>
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<tr>
<td>Speaking and Listening: SL.3.1, SL.3.4</td>
<td>➢ 3.10b Students will explore the basic economic concepts of supply and demand and how they influence prices and trade.</td>
<td>Communities and Resources pp. 160-165</td>
</tr>
<tr>
<td>Language: L.3.1, L.3.1, L.3.4D, L.3.6</td>
<td>➢ 3.10b Students will examine how technological developments in transportation and communication have influenced trade over time.</td>
<td>Vocabulary: natural resources, mineral, fuel, Gold Rush, conserve, recycle</td>
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<td>What Caused People to Move West pp. 204-205</td>
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<td>Vocabulary: cause, effect</td>
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<td>A World of Trade pp. 334-335</td>
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<td>Vocabulary: trade, communication, international trade, import, export, free market</td>
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<td>Unit Project: On the Market p. 348</td>
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<td>Workbook:</td>
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<td>● Moving to a New Community p.17</td>
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<td>● Where Did They Come From? p. 19</td>
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<td>● Communities and Resources p. 35</td>
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<td>● Trading Cause and Effect p. 44</td>
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<td>● A World of Trade pp. 75-76</td>
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<td>● On the Market p. 77</td>
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<td>● A nation of immigrants p. 34</td>
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<td>● Compare and Contrast p. 42</td>
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<td>Summative Assessment</td>
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<td><strong>ARGUMENT</strong>: Is sharing and trading across cultures always a good thing? Construct an argument with evidence that addresses the compelling question.</td>
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2. Make a claim about the opportunities resulting from globalization.
3. Make a claim about challenges resulting from globalization.

**Additional Resources**

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<th>China Today – Family and School Structure</th>
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<tr>
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<td><strong>Economics</strong></td>
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<td><strong>Economy of Brazil</strong> (for teachers)</td>
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### Grade 3

#### BPS Instructional Guide for Social Studies

| Photo: Egyptian Juice Shop  
Fair Trade |
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<td><strong>Leveled Readers:</strong></td>
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| *A Whole New World*  
*Exploring a New World*  
*Adventure in the Americas* |
| **Step Up To Writing Tools:** |
| Tool E4-2a - informal Outline  
Tool E1-18c – Easy Two-Column Notes  
Tool E1-34b – Text Structure: Compare/Contrast  
Tool E7-2a – 12 Steps for Writing a Research Report  
Tool E7-10b – Four-column Notes  
Tool E7-21a – Research Report Scoring Guide |

### NOTES

**Extension:**

**Writing Project – Destination: China** – With what students have read about a faraway community like China, have them think about how to start a pen pal letter with someone from a culture very different from their own. Some questions they may think of asking are: What are some things you do for fun in your community? What kind of clothes do you wear to school? What kind of music do you listen to? What products from the USA do you enjoy? Then ask students to make another list of their own interest or local surroundings that they might talk about in their letter. Have students start the letter with a brief introduction of themselves and then ask their questions. Remind them that this is only a start of a letter to practice setting up a friendly tone with someone they do not know.
5 Weeks

Unit 4 Topic: Leadership and Government

Compelling Question: Does it matter how leaders are chosen?

Supporting Questions:
1. Who is in charge of the government?
2. How are leaders of governments chosen?
3. What can happen when leaders make decisions that people do not like?

Social Studies Practices in this Unit

A. Gathering, Interpreting, and Using Evidence
   - Develop questions about a world community.
   - Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).
   - Create an understanding of the past by using primary and secondary sources.

C. Comparison and Contextualization
   - Identify a world region by describing a characteristic that places within it have in common.
   - Identify multiple perspectives by comparing and contrasting points of view in differing world communities.
   - Recognize the relationship between geography, economics, and history in world communities.

E. Economics and Economic Systems
   - Explore the types of governments in world communities and services they provide to citizens

F. Civic Participation
   - Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.
   - Identify different types of political systems found in world communities.
   - Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.
   - Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
   - Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.
   - Identify rights and responsibilities of citizens in the local community and compare them to those in world communities.
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| **3.7a** The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government. | ➢ **3.7a** Students will examine the type of government that is found in each selected world community and compare and contrast it with United States government, as well as with the types of governments found in other selected world communities. | **Selected Countries:** China, Brazil, Egypt  
**Toolkit:** - Inquiry 4: Leadership and Government |
| **3.7b** The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world. | ➢ **3.7b** 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. | **Textbook Support:**  
**Governments in the Past** pp. 358-365  
**Vocabulary:** direct democracy, republic  
**Workbook:** pp. 79-84 |
| **3.7c** Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws. | ➢ **3.7c** 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 in selected world communities. | **United States Government** p. 366-375  
**Vocabulary:** amendment  
**Workbook:** pp. 85-87 |
| **3.7d** The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others. | ➢ **3.7d** 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 in as other selected world communities. | **Being A Good Citizen** pp. 376-379  
**Vocabulary:** responsibility  
**Workbook:** pp. 85-87 |

**Sample Formative Assessments**
1. Create cards for each form of government and sort the cards into categories according to who holds the power.
2. Complete a chart for three countries, naming the type of government, the head of state (name and title), and how the leader is chosen.
3. Discuss the advantages and disadvantages of different kinds of government leadership.
**Summative Assessment**

**Argument:** Does it matter how leaders are chosen? Construct an argument (e.g., detailed outline, poster, essay) that addresses the compelling question using specific claims and relevant evidence from contemporary sources while acknowledging competing views.

- Choose Jobs p. 114
- Develop a Campaign p. 115
- Present Campaigns p. 115
- Hold Elections p. 115

**Graphic Organizers** pp. E23–E24; TR63

**Additional Resources**

- **Leveled Readers:**
  - *A Citizen of the United States*
  - *Starting America: Thomas Jefferson and his Writings*
  - *Thomas Jefferson*
  - *Thomas Jefferson: A Man of Ideas*
  - *What it Means to be a Citizen*

- *National Geographic for Kids: Egypt*
- *National Geographic for Kids: Brazil*
- *National Geographic for Kids: China*
- *Brazil Facts*
- *China Facts*

- **NYS Archives:**
  - *1992 Electoral College Vote of New York*

- **Trade book**
  - *Grace for President* by Kelly DiPuccio

- **Document-Based Questions Practice Book:** pp.35-36

- **Step Up To Writing Tools:**
  - Tool E4-2a - Informative/Explanatory Informal Outline
  - Tool E1-18c – Easy Two-Column Notes
  - Tool E1-34b – Text Structure: Compare/Contrast
  - Tool E7-6a – Types of Sources: Primary and Secondary
  - Tool E2-50B – Transition Sets

**NOTES**

Extension: Scott Foresman Social Studies Plus! P. 122
Short-Term Projects – Terrific Taxes – Can taxes be terrific? Absolutely! Especially when they pay for things a community needs and wants, such as roads, parks, firefighters, and more. With your class, brainstorm a list of goods and services that are paid for with taxes. Then have each student choose an item from the list and design a public service poster explaining how taxes help support the item. Guide students to be creative and colorful as well as informative. Who likes taxes? Everybody who gets to play in the town swimming pool!