



BLUE VALLEY DISTRICT CURRICULUM
Social Studies | 3rd Grade/Communities



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

<p>Unit 1: THE HOMETOWN COMMUNITY</p> <p>Suggested Time Frame: Quarter 1</p>	<p>Why do people choose to live in my community?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>What are my rights and responsibilities as a citizen of my community?</p> <ul style="list-style-type: none"> The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) <p>How do customs and traditions shape the identity of my community?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How has my community changed over time?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>What drives population shifts in my community?</p> <ul style="list-style-type: none"> The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>Why should I choose to be an active member of my community?</p> <ul style="list-style-type: none"> The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1)
<p>UNIT 2: THE LOCAL COMMUNITY Johnson County</p> <p>Suggested Time Frame: Quarter 1/2</p>	<p>Why do communities need rules/laws?</p> <ul style="list-style-type: none"> The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>Who in the community decides what rules/laws are made and followed?</p> <ul style="list-style-type: none"> The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) <p>How can laws in communities be changed?</p> <ul style="list-style-type: none"> The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)

	<p>What makes someone a good citizen in a community?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate the rights and responsibilities of people living in societies (2.1) • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How does a citizen effect change in their government?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>What significant choices have been made by your local community that impacted your life and future?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) <p>Why should people in your local community be good stewards of their environment?</p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3) <p>What does your local community need to remain vital?</p> <ul style="list-style-type: none"> • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>How have the physical features of your local community stayed the same and how have they changed over time?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>What important physical and human characteristics create the identity of your local community?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>Unit 3: ECONOMICS & THE COMMUNITY</p> <p>Suggested Time Frame: Quarter 2</p>	<p>What are the costs and benefits of spending and saving?</p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) <p>What shared responsibilities in the local community are met through taxes?</p> <ul style="list-style-type: none"> • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) <p>How do the beliefs and ideas of people who live in your local community impact how resources are used?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How have goods and services in your local community changed over time?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1)

	<p>What resources are abundant and what resources are limited in your local community; how does abundance and limitations influence the decisions the community makes?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p>UNIT 4: COMMUNITIES WITHIN THE STATE</p> <p>Suggested Time Frame: Quarter 3</p>	<p>How would someone define my community within the state of Kansas (rural, suburban, or urban); why?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>Why would someone choose to live in a rural, suburban, or urban community within the state of Kansas; what are the consequences of that choice on their lifestyle?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) <p>How do responsibilities compare between living in a rural, suburban, and urban community?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) <p>How have communities throughout Kansas changed over time?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>In what ways do physical and human characteristics impact the people and environment of various communities within Kansas (rural, suburban, & urban); how do these compare?</p> <ul style="list-style-type: none"> • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
<p>UNIT 5: COMMUNITIES WITHIN THE NATION</p> <p>Suggested Time Frame: Quarter 4</p>	<p>What are the characteristics of various communities throughout the United States?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) <p>How have communities throughout the United States changed over time?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>What are the rights and responsibilities of citizens who live in other communities throughout the United States; how do they compare to the rights and responsibilities of citizens within my local community and my state communities?</p> <ul style="list-style-type: none"> • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3)

<p>UNIT 6: THE GLOBAL COMMUNITY</p> <p>Suggested Time Frame: Quarter 4</p>	<p>What are my rights and responsibilities as a citizen in the global community?</p> <ul style="list-style-type: none">• The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) <p>How does technology make it possible for members in communities around globe to communicate and collaborate?</p> <ul style="list-style-type: none">• The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) <p>How are communities throughout the world the same; how are they different?</p> <ul style="list-style-type: none">• The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1)• The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>How does my community fit into the global community?</p> <ul style="list-style-type: none">• The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)• The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative (5.4)
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