

Appendix

Third Grade

Community

Focus Standard 3: Societies are shaped by the identities, beliefs, and practices of Individuals and groups.

People live in communities comprised and shaped by various identities, beliefs, and practices of both individuals and groups. Within communities these differing identities, beliefs, and practices require change. The diversity of a community is not always represented/reflected by the majority. The following are aspects of identities, beliefs, and practices:

- *Identities are who we are, the way we think about ourselves, and how we view the world.*
- *Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.*
- *Practices are the actual application of identities, beliefs, and ideas on real-world issues.*

Benchmark:

- 3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.
- 3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.

Course Description

Third grade standards focus on Communities and local history *and the HGSS standard Societies are shaped by the identities, beliefs, and practices of individuals and groups*. Students will study the role of societal change due to individual and group identities, beliefs, and practices through the major social studies disciplines of history, geography, economics, and civics/government. Integration is encouraged across the four disciplines. The goal is for students to understand the concept of community as a framework when studying various disciplines. Students will recognize and evaluate how societies are shaped to understand and analyze identities, beliefs, and practices of individuals and groups. The standard and benchmarks focus on instruction that integrates thinking skills, historical processes, and content so that students can apply their learning to their own lives.

Connecting with Past Learning

Students should possess a general understanding of their personal history (Sense of Self) from Kindergarten. They should have a concrete understanding of the HGSS Standard One, Choices have consequences, in relation to their Sense of Self, family, and community. Students should recognize and be able to evaluate their rights to understand and analyze responsibilities. They should be able to explain responsibilities citizens have to their environment and the impact our environment has on basic needs. Students should have a basic understanding of the HGSS Standard Two, Rights and responsibilities, in relation to self and family from first grade. Students should have basic mapping skills and understand HGSS Standard Four, Societies experience continuity and change over time from second grade. Teachers should draw on the students' prior life experiences, family unit composition, and individual cultural backgrounds to help students recognize and evaluate their place in the family and society.

Connecting with Future Learning

In Third Grade understanding of the individual is viewed in a still broader arena, that of community. In Fourth Grade they will consider how Kansas is similar and different from U.S regions. In Fifth Grade they will explore American history from early times-1800.

Culturally Relevant Pedagogy

Culture is central to learning. It plays a role not only in communicating and receiving information, but also in shaping the thinking process of individuals and groups. A pedagogy that acknowledges, responds to, and celebrates fundamental cultures, including their similarities and differences, offers full, equitable access to education for students from all cultures. Culturally Relevant Teaching is a pedagogy that recognizes the importance of including students' cultural and experiential references in all aspects of learning. Culture should be reflected in the selection and use of diverse materials.

Instructional Steps to High-level Learning

This standards document represents a research-based approach to teaching and learning social studies that focuses on a balance between the process of doing social studies and the foundational content of the disciplines. We want our students to develop the ability to use evidence, to solve problems, and to share solutions.

But because the document also represents a departure from a more traditional instructional approach, it may be useful to make use of a structure outlining basic steps in high-level lesson and unit design.

The following Infographic provides a visual framework for using the content in this grade-level Appendix. For a more in-depth overview of the design process, see pages 11-15 of this document. (The structure of this appendix follows the Infographic's instructional design steps.)

INSTRUCTIONAL STEPS FOR HIGH-LEVEL LEARNING

Doing social studies well requires students to do more than just memorize content. They need to learn to use evidence, to solve problems, and to share solutions. Consider using this basic structure to help as you design your instruction.



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START WITH STANDARDS



4

CURATE RESOURCES



2

SELECT CONTENT & CREATE QUESTIONS



5

INTEGRATE READING & WRITING



3

DEVELOP TASKS WITH BENCHMARKS



6

APPLY BEST PRACTICES FOCUSED ON COMPETENCIES



Start with Standards:

The five standards represent big ideas that can be applied across the social studies disciplines. Start each lesson/unit design with a focus on the standard(s) that connects students with content. In Third Grade the Focus Standard is Standard Two.

- Societies are shaped by the identities, beliefs, and practices of individuals and groups.**



Select Content and Develop Questions:

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of being informed, thoughtful, and engaged in their world. To develop this foundational knowledge, experienced teachers would include, but not be limited to the following as part of a high-quality instructional course design.

Please remember:

The content present in course appendices is not intended to be state-mandated curriculum for what is taught or how and when it is taught. It is not a checklist of things that must be “covered,” nor do they act as a list of state assessment items.

They are provided as possible ways this course may be organized. Teachers should use the scope and sequence, their professional experience, and other materials to select appropriate lesson and unit content.

All great instruction starts with a compelling question or problem that requires students to practice critical thinking skills. Use the sample questions in grade-level appendices to jump-start your planning.

The integration of all of the HGSS disciplines is encouraged. Student assessment should include evaluation of the student competencies included in this appendix.

Suggested Content Topics

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The topics listed below are provided as a planning guide.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

The specific content contained in these units is not mandated but is made available as a possible course-level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of the disciplines rather than simple acquisition of content knowledge.

In Third Grade, disciplines may be taught in any order but the integration of disciplines is encouraged. Student assessment should include evaluation of student competencies included after each discipline and the cultural and social emotional character development competencies listed below.



Cultural Competencies

The student:

- knows they and their family do things the same as and different from other people and groups, and knows how to use what they learn from home, school, and other places.
- wants to know more about other people's lives and experience, and knows how to ask questions respectfully and listen carefully and nonjudgmentally.
- recognizes people as individuals because they know it is unfair to think all people in a shared identity group are the same.
- works with friends and family to make our school and community fair for everyone.



Social Emotional Character Development Competencies

The student:

- identifies times when their effort and energy were strong and times when it was lacking.
- demonstrates the ability to express feelings in a respectful manner.
- describes the importance of understanding perspective.

History

In this discipline, students will recognize and evaluate how identities, beliefs, and practices of individuals and groups shape society. They will analyze how their hometown, a major city in Kansas, and other cities of the world are perceived and function today. Students will understand the motivation and accomplishments of notable individuals and groups, particularly early settlers, entrepreneurs, and civic and cultural leaders specific to their hometown. Students will investigate the significance of events, holidays, and ceremonies that are important to their community.

Ideas: hometown, major cities, early settlers, entrepreneurs, local events, local holidays, local ceremonies, culture, identity

Sample Compelling Questions

- How do customs and cultural traditions shape your community?
- How and why is your community different from others?
- Why do people choose to live in your community?



History Competencies

The student:

- creates and uses a timeline of their community.
- describes the relationship between two or more historical events based on identities, beliefs, and practices of individuals and groups in a community.
- uses information to frame important historical questions.
- evaluates events from multiple perspectives.

Civics/Government

In this discipline, students will determine how people can participate in local government and analyze why choosing to participate is important. Students will investigate ways that citizens can fulfill their civic duty such as by engaging in one or more of the following opportunities: serving the common good, being law abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military. They will demonstrate an understanding of self-efficacy, assertiveness and empathy. Students will examine the services provided by local governments. They will describe the types, characteristics, and services of political units, such as city, county, state, and country. Students will investigate the function of local governments. They will recognize that all towns/cities in the United States have laws, and all citizens have equal rights and responsibilities as set forth in both the state and United States Constitution. Students will define the rule of law as it applies to individuals, family, school, and local governments. Students will recognize and evaluate how identities, beliefs, and practices of individuals and groups are protected under their state constitution.

Ideas: civic values and duties, local government, common good, volunteering, identities, beliefs, practices, rights and responsibilities, community service, state constitution, bias

Sample Compelling Questions:

- How do laws represent the identities, beliefs, and practices of individuals and groups in a community?
- How do identities, beliefs, and practices impact community participation?
- What opportunities are available for all individuals to participate equally in your community?

**Civics/Government Competencies**

The student:

- seeks opportunities and demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.
- demonstrates good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.
- identifies common problems or needs within the school or community and takes informed action.

Geography

In this discipline, students will investigate settlement patterns to draw conclusions about a sense of place, first in their community and then in relation to other cities. Students will compare and contrast the citizens in their community with those of another city in the context of their geographic, cultural, political, and social characteristics. Students will recognize and evaluate the importance of a prominent immigrant group in their community focusing on identity, beliefs, and practices that brought groups to the area. They will examine the causes and consequences of the immigrant group's choice of settlement location, investigate its economic and cultural contributions to their town/city, and compare that Kansas settlement with immigrant settlements in other cities.

Students will learn how to use geographic tools and location to analyze the influence of physical features on decision-making. Students will use maps, graphic representations, tools, and technologies to locate, use, and present information. They will identify major landforms, bodies of water, and natural resources in their community, Kansas, and the world. They will distinguish physical features and political features of a map. Students will identify and compare the location, climate, and ecosystems of their town/city to others in the world. They will compare characteristics among rural, suburban, and urban communities, such as types of

housing, agricultural activities, fuel consumption, recreation population density, and jobs. They will analyze how identities, beliefs, and practices shape communities.

Ideas: community, local immigration, Kansas immigration, geographic tools, physical and political features, local landforms, local bodies of water, local natural resources, local climate, local ecosystems, rural, suburban, urban, population density, human characteristics

Sample Compelling Questions:

- How can a community develop within a community?
- How do identities, beliefs, and practices determine where people develop communities?
- What important physical and human characteristics create the identity of your community?



Geography Competencies

The student:

- observes, explores, and compares human and physical characteristics of the community to create maps.
- reads maps to analyze change in a community.
- creates community maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale.

Economic

In this discipline, students will recognize that limited resources require people to make choices to satisfy their wants for goods and services. They will consider how people's wants and needs are determined by identities, beliefs, and practices which determine spending and saving decisions. Students will examine how a market economy works in their community through buyers and sellers exchanging goods and services. They will consider the role the market economy has on travel between communities. They will examine the reason for economic specialization and how that leads to trade between communities. They will understand that when borrowing money, the consumer is receiving credit that must be repaid. Students will explore what goods and services in their community are paid for by taxes. Students will explore the consequences of borrowing and lending.

Ideas: limited resources, market economy, opportunity cost, economic specialization, trade, borrowing and lending, credit, taxes, spending and saving

Sample Compelling Questions

- How does a community's beliefs, ideas, and practices help them make decisions about money?
- How do individuals and groups influence the economy?
- Why do communities need each other?



Economic Competencies

The student:

- explains how location impacts supply and demand.
- analyzes the cost benefit of a community decision.
- recognizes opportunity costs.



Develop Tasks with Benchmarks:

Benchmarks provide a scaffold with measurable verbs useful for developing questions, problems, and tasks for assessments both, local and state. And because Benchmarks also connect with contemporary issues, teachers should use them to create relevant relationships between past and present.

Benchmark:

- 3.1 Recognizes and evaluates how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.2 Analyzes and draws conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.
- 3.3 Investigates the identities, beliefs, practices of individuals and groups.
- 3.4 Uses their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim and support that claim with evidence and argument.

The Classroom Based State Assessment (CBSA) will ask teachers to develop and students to respond to “tasks” addressing Benchmarks One through Three by

making a claim and supporting that claim with evidence (Benchmark Four).



Curate Resources:

To solve problems, students require evidence. Instructional designs can and should include a variety of primary, secondary and tertiary sources for students to investigate. This includes both teacher-provided resources, as well as those discovered by students.

Sample Resources:

- Local maps, local and state business people, photographs, artifacts, local archives, community members, community groups
- Kansas State Historical Society, National Archives and Records Administration, Library of Congress
- Local, state and national museums; local, state and national historical sites, local, state and national Halls of Fame



Integrate Reading and Writing:

All high-quality social studies instruction must incorporate the reading, writing, and communication skills found in the Effective HGSS Classroom Practices section. Students need these skills to be effective citizens.



Apply Best Practices:

Effective instruction always includes research-based practices. These include culturally relevant instruction, civic-engagement activities, higher-order thinking practices, authentic assessments, and other suggestions listed in the Effective HGSS Classroom Practices section.

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