UNIT PLANNING OVERVIEW FOR QUARTER: 1 – Social Studies

**COMPLETE WITH HOME CONNECTION**

**Teacher Name: Ms. Gant & Ms. Wengren**

**Grade Level: 3**

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| **Subject: Social Studies**    **Topic Description: Map Skills, Using a globe, Communities, Rights and Responsibilities of a Citizen** | |
| **STAGE 1** | **DESIRED RESULTS** |
| **Established Goals** | Identify maps, globes, and map symbols.  Use maps and globes to locate specific places.  Use maps and globes to gather information about people and places.  Identify the different types of communities – urban, rural, suburban  Identify concepts of being a responsible citizen as well as describe why rights and responsibilities of a citizen are important. |
| **Enduring Understanding** | Students will understand:   * The elements of a map – map key, locator, symbols, longitude, latitude * That globes show the continents and oceans as well as the divisions of hemispheres * How to find direction using a map or globe using the cardinal directions; north, south, east, and west * The compass rose, map symbols, scale, and map key will help them locate places and understand how to read a map * That every citizen has certain rights and responsibilities and why it is important |
| **Essential Questions** | Where do I see maps in my life?  How can I use a map to find places in our world?  What parts of a map are important in order to read a map correctly?  Where do I live in this world? (Planet, continent, country, state, city, neighborhood)  As a citizen of the United States, what are my responsibilities?  As a citizen of the United States, what are my rights? |
| Students will know… | **Vocabulary**: map, map key, map scale, locator map, symbols, globe, continent, ocean, hemisphere, landform, compass rose, cardinal directions, latitude, longitude, urban, rural, suburban, citizen, right, responsibility  Students will know how to read a map as well as create their own map using a key, symbols, and a scale.  Students will know how to title and label a map.  Students will know the difference between a right and responsibility.  Students will know the 3 branches of government, the people of each branch, and the jobs that they do. |
| Students will be able to… | Students will be able to create a map and be able to explain what it shows by the symbols, key, scale, and title.  Students will be able to explain their rights and responsibilities as a citizen of the United States. |
| **STAGE 2** | **ASSESSMENT EVIDENCE** |
| **Performance Tasks** | Labeling a world map with continents, oceans, and hemispheres  Labeling a compass rose with cardinal directions  Self-created map |
| **Other Evidence** | Vocabulary quizzes  Map packets reviewing concepts and working on skills  Other evidence such as class discussion, teacher observation of working on tasks, as well as tasks to be determined by teacher |
| **STAGE 3** | **HOME/SCHOOL CONNECTION** |
| **Learning Activities** | Use maps to explain where other family members live or where they are from  Use maps to explain directions and how to get to another place (state, city, popular destination)  Discuss important jobs of people in your community  Compare how different types of communities (urban, rural, suburban) have different kinds of stores, jobs, features, etc. |