People Who Make a Difference and Our Communities

Content Area: **Social Studies**
Course(s): **Social Studies 3**
Time Period: **March**
Length: **12 weeks**
Status: **Published**

Unit Overview

In this unit, students will learn about the people who have made and still make a difference in our world. They will learn about the qualities that make these people admirable and even heroic. Students will understand the different geographical and human elements that make up a community. Students will build the understanding that each of us has a role in making a difference and think about how they can make a difference in the world and their own communities.

Core Content Vocabulary: community, rural, suburban, urban, job, community, wants, needs, local, transportation, education, trade, resources, goods, services, region, community helpers, population, responsibility, branches of government, government, recreation, utilities, degree, specialty, consumers, labor, local, global, national, region

Social Studies Disciplinary Included:

- Civic and Political Institutions (PI)
- Democratic Principles (DP)
- Processes, Rules and Laws (PR)
- Economic Ways of Thinking (ET)
- Exchange and Markets (EM)
- Human Environment Interaction (HE)
- Human Population Patterns (PP)
- Spatial Views of the World (SV)
- Continuity and Change (CC)

Standards

6.1.2.CivicsPI.1	Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).
6.1.2.CivicsPI.2	Investigate the importance of services provided by the local government to meet the

	needs and ensure the safety of community members.
6.1.2.CivicsPI.3	Explain how individuals work with different levels of government to make rules.
6.1.2.CivicsPI.4	Explain how all people, not just official leaders, play important roles in a community.
6.1.2.CivicsPI.5	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
6.1.2.CivicsPI.6	Explain what government is and its function.
6.1.2.CivicsPR.1	Determine what makes a good rule or law.
6.1.2.CivicsPR.2	Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
6.1.2.CivicsPR.3	Analyze classroom rules and routines and describe how they are designed to benefit the common good.
6.1.2.CivicsPR.4	Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual rights.
6.1.2.GeoSV.1	Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains).
6.1.2.GeoSV.3	Identify and describe the properties of a variety of maps and globes (e.g., title, legend, cardinal directions, scale, symbols,) and purposes (way finding, thematic).
6.1.2.GeoSV.4	Identify examples of geospatial data (e.g., landmarks on the school grounds, the spatial location of each student's assigned seat in the classroom, needs more thought).
6.1.2.GeoHE.1	Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
6.1.2.GeoHE.2	Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
6.1.2.GeoHE.4	Investigate the relationship between the physical environment of a place and the economic activities found there.
6.1.2.GeoGI.1	Explain why and how people, goods, and ideas move from place to place.
6.1.2.EconET.1	Explain the difference between needs and wants.
6.1.2.EconET.5	Describe how local and state governments make decisions that affect individuals and the community.
6.1.2.EconEM.1	Describe the skills and knowledge required to produce specific goods and services.
6.1.2.EconEM.2	Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.
6.1.2.EconEM.3	Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter).
6.1.2.EconNE.2	Describe examples of goods and services that governments provide.
6.1.2.HistoryCC.1	Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
6.1.2.HistoryCA.1	Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
2.3.2.ATD.1	Explain what medicines are, how they are used, and the importance of utilizing medications properly.
2.3.2.ATD.2	Identify ways in which drugs, including some medicines, can be harmful.
2.3.2.ATD.3	Explain effects of tobacco use on personal hygiene, health, and safety.
2.3.2.DSDT.1	Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
2.3.2.DSDT.2	Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Essential Questions

- Are there different levels of responsibility in different jobs?
- Do community problems affect jobs?
- How are jobs different in different places?
- How can alcohol and tobacco cause harm?
- How can medicines be used properly?
- How can we describe our environment?
- How do jobs such as engineers, scientists, firefighters, builders, teachers, and others make contributions to our communities and world?
- How do we use maps to find places?
- How does geography affect the way people use land?
- How does geography help us understand our world?
- How have events from the past impacted rules in communities/schools or thoughts of people today?
- How have jobs changed over time?
- What is a community?
- What is more important to a community, providing a good or providing a service?
- What is the job of a doctor so imporant?
- What is the most important things to look for when choosing a job?
- Why is it important to have rules in our schools, homes, and communities?
- Why is it important to understand that people come from various backgrounds but should each be treated with respect?

Learning Targets

- I can define the words respect, tolerance, and acceptance.
- I can describe different people and the different places they live.
- I can engage in conversations about my school and local community.
- I can explain how communities have changed over time.
- I can explain how events of the past and their connection to events of the present.
- I can explain how historical symbols, monuments, and holidays are recognized in America.
- I can explain how medicines can be helpful and how alcohol and tobacco can be harmful.
- I can explain the importance of a doctor.
- I can explain the kind of community I live in and how it affects the life of my family.
- I can explain various roles that people in our local community and government have.
- I can learn about important figures in history.
- I can locate a map key.
- I can state the purpose of a map and locate places on a map.
- I can use geography to understand more about where I live.

Unit Assessments

- ARC Graphic Oranizers
- Class Discussions
- Cooperative Group Projects
- Mystery Science worksheets and projects
- Research Questions- Writing Assignments
- Student Portolfios
- Teacher/Student Observation
- Writing Responses

Differentiation for Student Needs (Special Education, 504s, ELL, and Gifted & Talented)

- Allow oral responses
- Chunk larger assignments into more managable parts.
- Extend pacing of weekly lessons to a week and a half to 2 weeks
- Incorporate centers that focus on skills that students are struggling with.
- Provide graphic organizers.
- Small group instruction based on levels/abilities
- Use Approaching Level Materials
- Utilize Visual Aids

Supports for Gifted

- Argumentative Writing Pieces
- Be a mentor to other students
- Create a Google Slide presentation about important figures in history.
- Offer above level texts and response in writing to texts using text evidence
- Read two texts related to SS concepts and ask student to compare across texts in writing