

<b>Grade Level:</b>	<b>3rd</b>
<b>Class Title:</b>	<b>Social Studies</b>
<b>Subject:</b>	<b>Social Studies</b>
<b>Class Description:</b>	<p>In this class (Student) s will begin to study the varied backgrounds of people living in Washington and the rest of the United States. Emphasis is on cultures in the United States, including the study of American Indians. Class will examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society and will begin to look at issues and events from more than one perspective.</p> <p>The student will engage in communicating his/her experiences through the processes of reading (listening/viewing), writing, drawing and/or the construction of projects/replicas.</p> <p>This class will work toward one or more EALRs. This will be a year-long class, spanning the 2020-2021 school year.</p> <p>The estimated instructional hours for this class are ____ per week.</p>
<b>Learning Materials:</b>	List all materials.
<b>Learning Goals/ Performance Objectives:</b>	<p><b>Washington State Grade 3 Learning Standards for Social Studies</b></p> <ol style="list-style-type: none"> <li>1. 1.1.1 Understands the key ideals of unity and diversity.</li> <li>2. 1.1.2 Understands and applies the key ideals of unity and diversity within the context of the community.</li> <li>3. 2.2.1 Understands how the economic systems of groups are influenced by laws, values, and customs.</li> <li>4. 3.1.1 Understands and applies how maps and globes are used to display the regions of North America in the past and present.</li> <li>5. 3.1.2 Understands the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the U.S.</li> <li>6. 3.2.1 Understands how the environment affects cultural groups and how cultural groups affect the environment.</li> <li>7. 3.2.2 Understands the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.</li> <li>8. 3.3.1 Explains that learning about the geography of North America helps us understand cultures from around the world.</li> <li>9. 4.2.2 Understands how contributions made by various cultural groups have shaped the history of the community and world.</li> <li>10. 5.1.2 Evaluates if information is clear, specific, and detailed.</li> <li>11. 5.2.2 Uses a graphic organizer to organize main ideas and supporting details from visuals and literary, narrative, informational, and expository texts.</li> <li>12. 5.3.1 Engages in discussions that attempt to answer questions about cultural similarities and differences.</li> <li>13. 5.4.1 Draws conclusions using at least two clear, specific, and accurate examples in a paper or presentation.</li> <li>14. 5.4.2 Prepares a list of resources, including the title and author for each source.</li> </ol>

A team of certificated teachers who are highly qualified in this subject matter has reviewed this WSLP.

**Learning Activities:**

- 1) (Student)will read or listen to information on a topic for 30 minutes each week
- 2) (Student) will complete \_\_\_ pages per week in Social Studies workbook.
- 3) (Student) will create one journal entry by drawing, writing, and/or dictating on a concept each week.
- 4) (Student) will summarize information one time each week.
- 5) (Student) will produce a project including written work one time each month.
- 6) (Student) will keep a list of vocabulary words in a journal.
- 7) (Student) will complete one mapping activity each week.

A journal is highly suggested for keeping written work.

**Progress Criteria/  
Methods of Evaluation:**

[Student's name] will keep a portfolio of weekly work samples and any written assessments to present to consultant at face-to-face meetings each month. Monthly assessments will be completed by the consultant/certified teacher. Monthly Progress will be marked satisfactory or unsatisfactory based on the professional judgment of the certified teacher using parent input, work samples, and monthly assessments.