

**Washington States
Social Studies GLEs
Grade 3
Fall 2008**

Suggested Grade 3 Units:

Cultures in our Community
First Nations of North America
Cultures of North America

Social Studies EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship

Component 1.1 Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

GLE 1.1.1 Understands the key ideals of unity and diversity.

***Examples:** Explains that the community is made up of people from various cultures.
Explains the benefits of diversity for a community, including the increased range of viewpoints, ideas, custom, and choices available.*

GLE 1.1.2 Understands and applies the key ideals of unity and diversity within the context of the community.

***Examples:** Explains the diverse perspectives of cultural groups in the community.
Contributes one's own diverse cultural perspective to the classroom community.*

Component 1.2 Understands the purposes, organizations, and functions of governments, laws and political systems.

GLE 1.2.1 No Grade 3 GLE

GLE 1.2.2 No Grade 3 GLE

GLE 1.2.3 No Grade 3 GLE

GLE 1.2.4 No Grade 3 GLE

Component 1.3 Understands the purpose, organization of international relationships and United States foreign policy.

GLE 1.3.1 No Grade 3 GLE

Component 1.4 Understands civic involvement.

GLE 1.4.1 No Grade 3 GLE

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Social Studies EALR 2: ECONOMICS	The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.
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Component 2.1

Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

GLE 2.1.1 No Grade 3 GLE

Component 2.2 Understands how economic systems function.

GLE 2.2.1 Understands how the economic systems of groups are influenced by laws, values, and customs.

***Examples:** Explains how the farming and herding practices of Eastern Woodland peoples reflected how they viewed their environment.*

Explains how the basket and rug weaving customs of the Southwest tribes contributed to their economy through trade.

Compare how laws, values, and customs affected the ways in which Pueblo tribes and Plains tribes built homes, produced, gathered, or hunted food, and made clothing and tools.

GLE 2.2.2 No Grade 3 GLE

Component 2.3 Understands the government's role in the economy.

GLE 2.3.1 No Grade 3 GLE

Component 2.4 Understands the economic issues and problems that all societies face.

GLE 2.4.1 No Grade 3 GLE

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Social Studies EALR 3: GEOGRAPHY

The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1 Understands the physical characteristics, cultural characteristics, and spatial patterns of places and regions on the Earth's surface.

- GLE 3.1.1** Understands and applies how maps and globes are used to display the regions of North America in the past and present.
*Examples: Uses maps to identify physical features of the regions where the Plains and Eastern Woodland Indians lived.
Explains the regions of North America based on current and historical maps.
Uses maps of North America to explain the interaction between indigenous peoples and their environment.*
- GLE 3.1.2** Understands the physical 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.
*Examples: Explains the physical geography, including landforms and climate, of Mexico, Canada, and the U.S.
Explains the unique cultural characteristics of regions in North America including language, food, customs, religion, stories, music, and art.
Explains which states are located in the southwest regions of the United States.*

Component 3.2 Understands the interactions between humans and environments.

- GLE 3.2.1** Understands how the environment affects cultural groups and how cultural groups affect the environment.
*Examples: Examines how the environment influenced the development of a native culture's lifestyle, traditions, and beliefs.
Examines ways native people affected their environment as they met their needs.
Uses different maps, such as climate and vegetation maps, to analyze the interaction between native people and their environment.*
- GLE 3.2.2** Understands the cultural universals of place, time, family life, economics, communication, arts recreation, food clothing, shelter, transportation, government, and education.
*Examples: Explains the variety of ways that people in North America use language to communicate, including spoken, written, sign, and body language in the past or present.
Compares the forms of literature, music, art, dance, and games that belong to cultures in Mexico, Canada, and the United States.
Compares the traditions, beliefs, and values of cultural groups in North America.
Explains how children gain knowledge formally through school and informally through family, friends, and media.
Explains how people make a living in different communities.
Explains the variety of ways that people in one's community use money or trade to meet their needs and wants.*
- GLE 3.2.3** No Grade 3 GLE

Component 3.3 Understands the geographic context of global issues and events.

- GLE 3.3.1** Explains that learning about the geography of North America helps us understand the cultures from around the world.

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Examples: *Explains that cultural groups in North America have traditions, beliefs, and celebrations that have been brought from countries all around the world.*

Social Studies EALR 4: HISTORY	The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.
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Component 4.1 Understands historical chronology.

GLE 4.1.1 No Grade 3 GLE

GLE 4.1.2 No Grade 3 GLE

Component 4.2 Understand and analyzes causal factors that have shaped major events in history.

GLE 4.2.1 No Grade 3 GLE

GLE 4.2.2 Understands how contributions made by various cultural groups have shaped the history of the community and world.

Examples: *Explains the technology, art, and music contributions made by the Southwest native tribes and the Eastern Woodland native tribes.
Compares the contributions to transportation made by the Northern Plains native tribes with those of the Southeast native tribes.
Compare the contributions that people from Mexico, Canada, or other countries have made to art, food, music, literature, and sports in your community.
Explains the contributions that Asian immigrants have made to strawberry farming in Bainbridge
Explains the contributions that Hispanic workers have made to farming in the Yakima Valley.*

GLE 4.2.3 No Grade 3 GLE

Component 4.3 Understands that there are multiple perspectives and interpretations of historical events.

GLE 4.3.1 No Grade 3 GLE

GLE 4.3.2 No Grade 3 GLE

Component 4.4 Uses history to understand the present and plan for the future.

GLE 4.4.1 No Grade 3 GLE

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Social Studies EARL 5: SS SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the process of reading, writing, and communicating.

Component 5.1 Uses critical reasoning skills to analyze and evaluate positions.

GLE 5.1.1 No Grade 3 GLE

GLE 5.1.2 Evaluates if information about various cultures is specific and detailed.

Examples: *Determines whether there are details to support a conclusion about tools as a cultural contribution of the Eastern Woodlands tribe.
Determines whether there are details to support a conclusion about apple farming as a contribution of Japanese Americans in your community.
Determines whether a conclusion on the cultural contributions of the Eastern Woodlands tribes is clearly stated.*

Component 5.2 Uses inquiry-based research.

GLE 5.2.1 No Grade 3 GLE

GLE 5.2.2 Uses a graphic organizer to organize main ideas and supporting details from visuals and literary, narrative, information, and expository texts.

Examples: *Uses a graphic organizer to organize main ideas and supporting details from sources on the cultural contributions of eastern Woodland tribes.
Uses a graphic organizer to organize main ideas and supporting details from sources on the cultural contributions of Northern Plains tribes and Southeast tribes.*

Component 5.3 Deliberates public issues.

GLE 5.3.1 Engages in discussions that attempt to answer questions about cultural similarities and differences.

Examples: *Engages in discussion on creation legends to learn about the differences in tribes' beliefs, needs.*

Component 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

GLE 5.4.1 Draws conclusions using at least two clear, specific, and accurate examples in a paper or presentation.

Examples: *Draws a conclusion using at least two clear, specific, and accurate examples in a paper about the trading systems of different tribes.
Draws a conclusion using at least two clear, specific, and accurate examples in a presentation about how different tribes met their needs.*

GLE 5.4.2 Prepares a list of resources, including the title and author for each source.

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Examples: *Completes a graphic organizer listing resources on various cultures including the title, author, type of source, and date published for each source.*

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