

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	1
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	1-2
<b>Unit Name/Title</b>			
Citizenship			
<b>Overview</b>			
What is involved in being a good citizen and demonstrating civic responsibility.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(3.11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:	3.11(B) identify examples of actions individuals and groups can take to improve the community; <del>and</del>	<p>Examples of community changes that result from individual or group actions (e.g., a cleaned-up park, a new playground, recycling, volunteering, local conservation projects, letter writing campaigns), run for office</p> <p>Consequences of different types of personal behavior (e.g., respecting public property vs. not respecting it)</p> <p>Importance of being an active member of the community (e.g., becoming informed on local issues)</p>	
(3.10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:	3.10 (D) identify ordinary people who exemplify good citizenship.	Family members, community leaders, such as police officers, mayor, teachers, doctors, etc.	
(3.10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:	3.10(A) identify characteristics of good citizenship <del>such as</del> including a belief in justice, truth, equality, and responsibility for the common good;	<p>Define</p> <ul style="list-style-type: none"> <li>• belief in justice – follow judicial system</li> <li>• truth – always tell the truth</li> <li>• equality – equal treatment under the law</li> </ul> <p>Responsibility for the common good;</p> <p>A “good citizen” supports his or her government, obeys the law or peacefully protests, and functions in the best interest of all the citizens.</p>	

## Wylie ISD Curriculum

		<p>Citizenship: rights and privileges, responsibilities, legal status</p> <p>Recognizes that people have the right to hold viewpoints different from each other</p> <p>Gives examples of good citizenship at school and in the community appropriate to third graders relating and/or incorporating the Districts 6 Character Traits: Citizenship, Respect, Caring, Responsibility, Trustworthiness, and Honesty.</p>
<p>(3.10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:</p>	<p>3.10(C) identify and explain the importance of acts of civic responsibility, including obeying laws and voting; <del>and</del></p>	<p>Such as: Acts of civic responsibility</p> <p>Active, peaceful, loyal and supportive of the community</p> <p>Peaceful protests</p> <p>Be knowledgeable about public issues</p> <p>Pay taxes</p> <p>Participate in the community</p> <p>Respect public and private property</p> <p>Jury Duty</p> <p>Voting</p>
<p>(3.16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p>	<p>(3.16A) obtain information, including historical and <del>geographic data</del> about the community, using a variety of print, oral, visual, <del>and</del> or-computer sources;</p>	
<p>(3.18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(3.18B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	2												
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	3-4												
<b>Unit Name/Title</b>															
History															
<b>Overview</b>															
How do communities change over time and what are the differences and similarities of ancient, colonial and modern times?															
<b>TEKS - Texas Knowledge &amp; Skills</b>															
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>													
(3.2) History. The student understands common characteristics of communities, past and present. The student is expected to:	3.2 (B) compare ways in which people in the local community and communities around the world meet their needs for government, education, communication, transportation, and recreation, over time and in the present.	Discuss changes in local community over time, such as Wylie, Sachse, Murphy, St. Paul  Compare/Contrast changes over time in Dallas, Texas, world communities such as Timbuktu, Mali.													
(3.1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to	3.1 (A) describe how individuals, events, and ideas have changed communities over time;	<b>Events:</b> 9/11: Including security and memorials. 9/17: US Constitution Day(State Requirement)													
(3.3) History. The student understands the concepts of time and chronology. The student is expected to:	3.3 (C) describe historical times in terms of years, decades, and centuries.	Year = 12 months      Decade = 10 years      Century = 100 years													
(3.3) History. The student understands the concepts of time and chronology. The student is expected to:	3.3(A) use vocabulary related to chronology, including ancient and modern times and past, present, and future times;	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="4" style="text-align: center;">Correlates with 8.1B, US.1B</td> </tr> <tr> <td style="text-align: center;">Tested at</td> <td style="text-align: center;">8</td> <td style="text-align: center;">10</td> <td style="text-align: center;">Exit</td> </tr> <tr> <td style="text-align: center;">Objective</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> <td style="text-align: center;">1</td> </tr> </table> <p>Including sequencing of the following:</p> <ul style="list-style-type: none"> <li>• Ancient times</li> <li>• Colonial times</li> <li>• Modern times</li> <li>• Past, Present, Future</li> </ul> <p>Such as comparison of communication, transportation,</p>		Correlates with 8.1B, US.1B				Tested at	8	10	Exit	Objective	1	1	1
Correlates with 8.1B, US.1B															
Tested at	8	10	Exit												
Objective	1	1	1												

## Wylie ISD Curriculum

		education.
(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	(E) interpret and create visuals including <del>graphs</del> , charts, tables, timelines, illustrations, and <del>maps</del> ;	
(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	(A) obtain information, including historical and geographic data about the community, using a variety of print, oral, visual, and computer sources;	
(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	(B) sequence and categorize information;	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	3
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	5-6
<b>Unit Name/Title</b>			
Geography			
<b>Overview</b>			
Identifying the five regions of the US; using map skills and directions.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(3.5) Geography. The student understands the concepts of location, distance, and direction on maps and globes.	3.5 (C) identify and use the compass rose, grid, and symbols to locate places on maps and globes; <del>and</del>	Including: town, state, nation, and continent maps	
(3.5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:	3.5(A) use cardinal and <u>intermediate directions</u> to locate places <del>such as</del> including the Amazon River, Himalayan Mountains, and Washington D.C. on maps and globes;	Cardinal directions: north, south, west, east Intermediate directions: northwest, southwest, northeast, southeast Suggested Literature: Armadillo from Amarillo	
(3.5) Geography. The student understands the concepts of location, distance, and direction on maps and globes.	3.5(B) use a scale to determine the distance between places on maps and globes;	Use available maps to explore and calculated distance using a scale.	
(3.4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:	(D) identify and compare the human characteristics of selected regions.	<ol style="list-style-type: none"> <li>1. Five Regions of United States: Northeast, Southwest, Southeast, Midwest, Northwest. They are grouped by history, traditions, economy, climate, and geography.</li> <li>2. Human characteristics such as: types of houses, ways they earn a living, games children play, languages people speak, religious beliefs, ethnicity, daily schedules, foods they eat, how they govern themselves</li> </ol> <p><b>Human Characteristics of Places</b> Human characteristics of places include the types of houses people build, the ways they earn a living, the games children play, the languages people speak, their religious beliefs, their ethnicity, the daily schedules they follow, the foods they</p>	

## Wylie ISD Curriculum

		eat, and how they govern themselves. World: arctic, temperate, equatorial
(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	(E) interpret and create visuals including <del>graphs, charts, tables, timelines</del> , illustrations, and maps;	
(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	(F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.	
(17) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to:	(B) create written and visual material such as <del>stories, poems, pictures, and graphic organizers</del> , maps, and graphic organizers to express ideas;	
(17) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to:	(A) express ideas orally based on knowledge and experiences;	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	4
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	7-8
<b>Unit Name/Title</b>			
History			
<b>Overview</b>			
Characterizing colonial times and past and present communities.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(3.1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:	3.1 (A) describe how individuals, events, and ideas have changed communities over time;	<p>How our community has changed as a result of people and events such as Wylie.</p> <p>Also: lifestyles of the early Native Americans and the early colonists compared to our own</p> <p>Suggested Literature: <u>If You Lived in Colonial Times</u></p> <p><b>Human Characteristics of Places</b> Human characteristics of places include the types of houses people build, the ways they earn a living, the games children play, the languages people speak, their religious beliefs, their ethnicity, the daily schedules they follow, the foods they eat, and how they govern themselves.</p>	
(3.3) History. The student understands the concepts of time and chronology. The student is expected to:	3.3(B) create and interpret timelines; <del>and</del>	Create a simple time line of important events in the history of the community and the causes and effects of past and present community events.	
(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:	(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;		
(17) Social studies skills. The student communicates effectively in written, oral,	(C) use standard grammar, spelling, sentence structure, and punctuation.		

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## Wylie ISD Curriculum

and visual forms. The student is expected to:		
(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	5
<b>Grade/Level</b>	3rd		<b>Weeks:</b>	9-10
<b>Unit Name/Title</b>				
History and government				
<b>Overview</b>				
The historical expansion of the US community.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
(3.4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:	3.4 (B) compare how people in different communities adapt to or modify the physical environment;	Definition Review <ul style="list-style-type: none"> <li>• adapt: to change the way you do something</li> <li>• modify: to make changes to something that already exists</li> </ul> Including: build higher on hill, use different materials, building roads, change terrain to make it flatter for houses or farmland, cut trees, build dams, create lakes  Choose communities to compare; use photographs such as comparing local community to coastal community (Galveston, Corpus Christi)		
(3.1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:	3.1 (B) identify individuals <del>such as</del> including Pierre-Charles L'Enfant who have helped to shape communities; <del>and</del>	L'Enfant: architect, captain of engineers at Valley Forge. Converted Old City Hall in Philadelphia to Federal Hall to serve the U.S. Congress. Asked by Washington to design Washington, D.C. to be capital of the federal government, but was dismissed. His plan is evident in the modern layout of Washington, D.C. with the location of the White House and Capitol on high ground with streets intersecting at landmarks. Influenced by French architectural styles.  <u>Such as:</u> Thomas Edison, <b>Ben Franklin (Covered in 2<sup>nd</sup> grade)</b> ALSO IN 3.1A		
(3.1) History. The student understands how individuals, events, and ideas have	(C) describe how individuals <del>such as</del> including Christopher Columbus and	Columbus: navigator and explorer who in 1492 reached the West Indies on a voyage west to find East. "Opened"		

## Wylie ISD Curriculum

<p>influenced the history of various communities. The student is expected to:</p>	<p>Meriwether Lewis and William Clark have contributed to the expansion of existing communities or to the creation of new communities.</p>	<p>European trade to North America with its rich natural resources and colonization potential. Columbus Day is a federal holiday the second Monday of October.</p> <p>Lewis: In 1801, President T. Jefferson asked Lewis to mount an expedition west to explore the Missouri River, secure fur trade of tribes living in the west and to increase scientific and geographic understanding of the continent. The journey (1804-1806) was the first time white men crossed the North American continent. “Blazed the trail” and “opened” the West.</p> <p>Clark: Assisted Lewis on the successful expedition (1804-1806). Had been Lewis’s commanding officer while in the Army. After expedition was named Indian agent of the Louisiana Territory and negotiated treaties with the Indians of the upper Mississippi and Missouri rivers for the next 30 years.</p> <p>Include Sacajawea: acted as a guide, translator for expedition, first Native American on a US Coin. Because she was a woman, expedition accepted as peaceful rather than hostile by Native American Tribes encountered.</p> <p>Such as: Ponce de Leon, Jacques Cartier</p>
<p>(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p>	<p>(D) use various parts of a source, including the table of contents, glossary, and index, as well as keyword computer searches, to locate information;</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	6
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	11-12
<b>Unit Name/Title</b>			
Government			
<b>Overview</b>			
Understanding the basic structure of local government and the roles of local officials.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(3.11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:	3.11(A) give examples of community changes that result from individual or group decisions;	Including local issues that have been addressed by voting, by writing letters to officials, by protesting, by cooperation through town meetings, by personal leadership, participating in government by running for office, etc.	
(3.9) Government. The student understands the basic structure and functions of local government. The student is expected to:	3.9(A) describe the basic structure of government in the local community;	Including local government: mayor, city council, citizens (“government of the people,” “consent of the governed”): <b>Consent of the Governed</b> When people agree to establish and abide by a government, they consent to be governed. The philosophy of natural rights articulated in the Declaration of Independence, set the standards for the U.S. government, that the only legitimate government is one based on the consent of the governed.	
(3.9) Government. The student understands the basic structure and functions of local government. The student is expected to	3.9(C) identify local government officials and explain how they are chosen;	Elected, appointed, hired, volunteered <ul style="list-style-type: none"> <li>• Elected: mayor; city council; sheriff; members of school board</li> <li>• Appointed: municipal court judges such as traffic court judges</li> <li>• Hired: police chief, city manager</li> <li>• Volunteered: fire fighters and fire chief in volunteer fire departments</li> </ul> Add website sources to look/research local officials	

## Wylie ISD Curriculum

<p>(3.9) Government. The student understands the basic structure and functions of local government. The student is expected to</p>	<p>3.9 (D) explain how local government services are financed; <del>and</del></p>	<p>Local governments generate revenue from property and sales taxes and grants from state and national governments. Taxes pay for services people need or want from the local government such as fire, police, roads, schools, parks and sports facilities.</p>
<p>(3.9) Government. The student understands the basic structure and functions of local government. The student is expected to</p>	<p>3.9 (E) explain the importance of the consent of the governed to the functions of local government.</p>	<p>Introduce voting and election process: local and national government officials – we choose representatives to act on our behalf, electing them says we have confidence in them and the decisions they will make for us.</p> <p>Declaration of Independence: “...Governments are instituted among Men, deriving their just Powers from the Consent of the Governed...”</p> <p>Consent of the Governed is a social contract between the government and its people. Decisions are approved by the voters through their votes.</p>
<p>(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p>	<p>(E) interpret and create visuals including graphs, charts, tables, <del>timelines, illustrations, and maps;</del> and</p>	
<p>17) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to:</p>	<p>(B) create written and visual material such as <del>stories, poems, pictures, maps,</del> and graphic organizers to express ideas; and</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	7
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	13-14
<b>Unit Name/Title</b>			
Geography			
<b>Overview</b>			
Understanding the impact of natural resources, natural disasters and hazards.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(3.4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:	3.4 (A) describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards;	<p>Definitions of: climate, landforms, natural resources, and natural hazards</p> <p>Physical characteristics of local community (ex: landforms, bodies of water, plant life and other natural resources, natural hazards)</p> <p>Natural resources: (such as: water, trees, minerals and metals such as gold and iron ore)</p> <p><b>Natural Resources</b> Natural Resources are items provided by nature from which people produce goods and provide services. Some examples of natural resources include water, soil, trees, and oil as well as minerals and metals such as gold and iron ore. Even abundant fish can be a natural resource.</p> <p>Natural hazard: not caused by people (such as: earthquake, tornado, volcano, hurricane, tsunami, insect infestation)</p> <p><b>Natural Hazards</b> A natural hazard is a process or event in the physical environment, not caused by humans and not predictable, but which can destroy human life and property. Natural hazards include hurricanes, earthquakes, tornadoes, volcanoes, fires, floods, and insect infestations.</p>	
(3.11) Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is	3.11(C) identify examples of nonprofit and/or civic organizations <del>such as</del> including the Red Cross and explain how they serve the common good.	<p>Red Cross: volunteers who care for health and welfare of community members in emergency (flood, fire, tornados, and other natural disasters.)</p> <p>Examples such as:</p>	

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## Wylie ISD Curriculum

<p>expected to:</p>		<p>United Way: umbrella organization that collects donations and distributes to non-profit organizations who provide service to community</p> <p>Wylie Christian Care Center: Community Food Pantry</p> <p>Habitat for Humanity</p> <p>Salvation Army</p> <p>Goodwill</p> <p>Civic Organizations (Lion’s Club, Rotary Club, Kiwanis, etc.)</p>
<p>(3.4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</p>	<p>3.4 (C) describe the effects of physical and human processes in shaping the landscape;<del>and</del></p>	<p>Physical: rivers flooding, wind eroding, earthquakes (Balcones Fault: fault line in Texas), hurricanes</p> <p>Human: clear land, build roads and houses, channel water with dams, plant non-native plants and remove native plants, control fires, bring in non-native animal species (cattle and the rise of prickly pear)</p>
<p>(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution;</p>	
<p>(18) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</p>	<p>(B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.</p>	
<p>(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p>	<p>(E) <del>interpret and</del> create visuals including <del>graphs</del>, charts, tables, <del>timelines</del>, illustrations, <del>and maps</del>;</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	8
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	15-16
<b>Unit Name/Title</b>			
Culture			
<b>Overview</b>			
Understanding various holiday and ethnic celebrations.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(3.12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:	3.12(A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations <del>such as including St. Patrick's Day, Cinco de Mayo, and</del> Kwanzaa; <del>and</del>	<p><b><u>Kwanzaa:</u></b> celebrates African American culture and community. Based on the Swahili expression matunda ya kwanza (“first fruits”), it runs from December 26 through January 1 with celebration, feasting, and storytelling. Each day stresses positive values for African –Americans based on traditional values including unity, self-determination, collective work and responsibility, cooperative economics, purpose, creativity and faith. On the seventh day, January 1, children receive gifts in recognition of their importance in continuing the family.</p> <p><b><u>Such as:</u></b></p> <ul style="list-style-type: none"> <li>• 4th of July</li> <li>• Secular Christmas Traditions Around the World</li> <li>• Texas Independence Day – March 2, Signing the Declaration of Independence from Mexico at Washington on the Brazos.</li> </ul>	
(3.12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:	3.12(B) compare ethnic and/or cultural celebrations in Texas, the United States, and other nations.	<p>Such as identifying examples of aspects of immigrant cultures that have become part of American culture (e.g., Italian and Chinese food, Hispanic music and words, Jewish religious ceremonies) and how they have influenced food, music, language, and art.</p> <p>Such as folklorico festival in San Antonio, German, Greek, Czech festivals in different towns. Local festivals</p>	

## Wylie ISD Curriculum

		<p>such as rodeos, etc.</p> <p>Secular Christmas traditions around the world and New Year Celebrations, i.e, Chinese New Year, US New Year, etc.</p>
<p>(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:</p>	<p>(C) interpret oral, visual, and print material by identifying the main idea, identifying cause and effect, and comparing and contrasting;</p>	
<p>(17) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to:</p>	<p>(A) express ideas orally based on knowledge and experiences;</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	9
<b>Grade/Level</b>	3rd	<b>Weeks:</b>	17-18
<b>Unit Name/Title</b>			
Culture			
<b>Overview</b>			
Identifying examples of pioneers and heroes in local and national history.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(3.13) Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p>	<p>(3.13A) identify the heroic deeds of state and national heroes such as including Daniel Boone and Davy Crockett;</p>	<p><b>Boone:</b> opened the Wilderness Road, thereby opening the Kentucky frontier to settlement. His life’s adventures and accomplishments symbolized the changes in America from an independent, rugged frontier to a modern, mechanized nation. Became a folk hero through exaggeration of his abilities and exploits. He spent his life exploring the frontier, moving from Kentucky to Missouri territory in 1799. His real life accomplishments gained the status of popular myth during his lifetime because his adventures symbolized the changes in America from an independent, rugged frontier to a modern, mechanized nation.</p> <p><b>Crockett:</b> Tennessee-born hero of the Alamo (1836). Enlisted in the militia in 1813 and fought the Creek Indian War. Pursued state and local politics, supporting public land policy to aid western settlement. Disagreed with Jackson’s Indian Removal policy and land reform. He was unable to counter the popular support for Jackson and was not willing to join forces with the Whig opposition. In disgust he left the upper south and headed to Texas, arriving in San Antonio in 1836. He died in the battle of the Alamo on March 6, 1836. Exploits of Davy Crockett, a sharpshooter and hunter, were exaggerated and printed in a series of comic almanacs published from 1836-1856. His real accomplishments contributed to the formation of a folk myth. Holds place in American</p>	

## Wylie ISD Curriculum

		folklore as model of independence and virtue in a frontier setting
(3.13) Culture. The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:	3.13 (D) identify how selected fictional characters such as Robinson Crusoe created new communities	<p>Pioneers created new communities as they traveled across America.</p> <p>Robinson Crusoe was a fictional shipwrecked English sailor who survived for years on a tropical island and created his own community.</p> <p>Examples: Island of Skog, Roxaboxen, Westlandia, Little House Series</p>
(17) Social studies skills. The student communicates effectively in written, oral, and visual forms. The student is expected to:	(C) use standard grammar, spelling, sentence structure, and punctuation.	
(16) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of sources including electronic technology. The student is expected to:	(B) sequence and categorize information;	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	10	
<b>Grade/Level</b>	3 <sup>rd</sup>	<b>Weeks:</b>	19-20	
<b>Unit Title</b>				
Culture				
<b>Overview</b>				
Much of our cultural heritage happened as a result of cultural borrowing.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
<p>(3.14) <b>Culture.</b> The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</p>	<p>3.14(B) Explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage to communities around the world.</p>	Such AS:		
		Artist	Work of art	Significance to cultural heritage of community
			Story:	
			Poem: Robert Lewis Stevenson, Langston Hughes, Silverstein	
			Statue: Statue of Liberty, Sam Houston, Lincoln Memorial, Jefferson Memorial	
			Painting: Norman Rockwall, Van Gogh, Monet	
		Music: BB King, Bach,		
<p>(3.14) <b>Culture.</b> The student understands the importance of writers and artists to the cultural heritage of communities. The</p>	<p>3.14(A) identify selected individual writers and artists and their stories, poems, statues, paintings, and other</p>	<p style="color: red;">May also include: Cultural borrowing including language, food, and music</p>		

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**Wylie ISD Curriculum**

<p>student is expected to:</p>	<p>examples of cultural heritage from communities around the world; <del>and</del></p>	<p>contributions to community and to Texas that have been made by various racial and ethnic groups:</p> <p>Cultural Borrowing: Cultural borrowing is the process by which a culture group adopts patterns of speech, actions, and artifacts which are characteristic of another culture group. Worldwide, about 10% of each culture is considered unique and 90% is borrowed from other cultures.</p>
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## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	11
<b>Grade/Level</b>	3 <sup>rd</sup>	<b>Weeks:</b>	21-22
<b>Unit Title</b>			
Culture			
<b>Overview</b>			
American folktales and ancient myths contribute to our culture.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>3.13 <b>Culture.</b> The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p>	<p>(3.13B) retell the heroic deeds of characters from American folktales and legends such as including Pecos Bill and Paul Bunyan;</p>	<p><u>Pecos Bill:</u> Mythical American folk hero. Created by Edward O'Reilly of Century magazine to represent western stamina and values. Pecos Bill was a cowboy from the Pecos River region of Texas and was raised by coyotes, rode a mountain lion, tamed and rode a cyclone, used a rattlesnake as a lasso</p> <p><u>Paul Bunyan:</u> Represents typical frontier tall tales. The fictional adventures of Paul Bunyan in local lumber camps formed an important part of oral tradition in Pennsylvania, Wisconsin, and the Northwest before they were published by James MacGillvray in 1910 in a story in the Detroit News-Tribune. Between 1914 and 1944, W.B. Laughead produced the series of pamphlets which made Bunyan a national legend.</p> <p>Such as: John Henry, Molly's Pilgrim</p> <p>Suggested Literature: Swamp Angel</p> <p>Reflect American value of independence, self-sufficiency, inventiveness</p>	
<p>(3.13) <b>Culture.</b> The student understands the role of real and mythical heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</p>	<p>3.13(C) retell the heroic deeds of characters of Greek and Roman myths; <del>and</del></p>	<p>Characteristics of a hero in myth and modern times</p> <p>Such as: Hercules (Roman), Narcissus(Greek), Icarus (Greek), Diana(Roman), Athena(Greek), Zeus(Greek), planet names are Roman gods.</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	12
<b>Grade/Level</b>	3 <sup>rd</sup>	<b>Weeks:</b>	23-24
<b>Unit Title</b>			
History			
<b>Overview</b>			
Civil rights movement			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(3.1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:	3.1 (A) describe how individuals, events, and ideas have changed communities over time;	<p><b>Civil Rights: equal rights to housing, education, employment, standing in society with no discrimination based on race, religion, gender.</b></p> <p><b><u>Such as</u> Caesar Chavez, Martin Luther King, Jr, Rosa Parks, Susan B. Anthony</b></p>	
(3.10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student is expected to:	(B) identify historic figures <del>such as</del> <b>including</b> Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship;	<p><b><u>Addams:</u> First woman to win Nobel Peace Prize (1931), known for establishing Hull House in 1889 and the Settlement House movement and by 1893, it offered medical care, legal aid, language classes, music and drama to needy. Activist who supported poor, immigrants and women, active in the women’s suffrage movement, helped found American Civil Liberties Union. She became the first vice president of the National American Woman Suffrage Association in 1911.</b></p> <p><b><u>Keller:</u> Lost sight and hearing due to fever when 19 months old. Her teacher, Anne Sullivan, taught Helen how to communicate with sign language, read with Braille, and write with a special typewriter. She earned a degree from Radcliffe College and published two books by 1903. Recipient of the Presidential Medal of Freedom (1964). A symbol of courage and capability to the world. An active suffragette and supporter of the American Foundation for the Blind.</b></p> <p><b>Suggestion to cross plan to ELA, Helen Keller novel.</b></p>	

Wylie ISD Curriculum

		<p><u>Tubman</u>: Born a slave, escaped to freedom in 1849, and led more than 300 slaves to freedom. Owned property in New York, was a spy and scout for Union troops during Civil War. Honored by the Black Heritage series of postage stamps (1978) as “a woman who risked 300 slaves to freedom. Owned property in New York, was a spy and scout for Union troops during Civil War. Honored by the Black Heritage series of postage stamps (1978) as “a woman who risked everything to liberate slaves.”</p> <p>Such as: <u>Martin Luther King</u>(Covered in Kinder and 2<sup>nd</sup>), <u>George Washington</u> (covered in Kinder), <u>Thomas Jefferson</u> (Covered in 2<sup>nd</sup>)</p>
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## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	13
<b>Grade/Level</b>	3 <sup>rd</sup>	<b>Weeks:</b>	25-26
<b>Unit Title</b>			
Government/Economics			
<b>Overview</b>			
Local government services that are provided and the concept of a free market.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(3.12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:	3.12(A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations such as including <b>St. Patrick's Day</b> , Cinco de Mayo, and Kwanzaa; and	<b>St. Patrick's Day:</b> March 17: the most important holiday of the year for Irish Americans. It honors St. Patrick, the patron saint of Ireland. One of the oldest observances in the U.S. occurred in Boston in 1737, sponsored by the Charitable Irish Society. The largest and most famous St. Patrick's Day parade occurs in New York City. It started in 1762. Traditions include wearing green, Ireland's national color, and carrying a shamrock. The day in Ireland is observed with more reverence due to the religious significance of St. Patrick.	
(3.7) Economics. The student understands the concept of an economic system. The student is expected to:	3.7(D) explain the concept of a free market.	<p>In a free enterprise economy, individuals depend on supply, demand, and prices to determine the answers to four questions of "what to produce," "how to produce," "how much to produce," and "for whom to produce." The system has 4 characteristics: economic freedom, voluntary exchange, private property, and profit motive. <b>Include definitions as needed.</b></p> <p><b>Economic Systems</b> Economic systems are organized sets of procedures used within communities or between communities to govern the production and distribution of goods and services. Economists identify three types of economic systems: traditional (customs, habits, laws, and religious beliefs control decisions), command (government regulates economic activity), and market (individuals control production and distribution resources and make decisions based on the market in which they function). A mixed economy combines elements of these systems. The economy of the United States is considered</p>	

## Wylie ISD Curriculum

		a market economy though aspects of a command economy influence major segments of the nation’s economy such as transportation.
(3.9) Government. The student understands the basic structure and functions of local government. The student is expected to	3.9(B) identify services commonly provided by local governments;	Services provided by local government include public services such as police, fire and street lights; public utilities such as water, gas, and electricity; transportation services including road maintenance and construction, bus or subway systems, airports; and education and recreation services such as schools, libraries, museums, parks, and sports facilities

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	14
<b>Grade/Level</b>	3 <sup>rd</sup>	<b>Weeks:</b>	27-28
<b>Unit Title</b>			
Science, technology and society			
<b>Overview</b>			
Scientists and inventors make an impact on society with new technology.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p><b>3.15 Science, technology, and society.</b> The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present. The student is expected to:</p>	<p>(3.15A) identify scientists and inventors <del>such as</del> <b>including</b> Louis Daguerre, Cyrus McCormick, Louis Pasteur, and Jonas Salk who have created or invented new technology; <del>and</del></p>	<p><b>Daguerre:</b> invented the process of photography <b>McCormick:</b> mechanical reaper (patented 1834), which revolutionized grain cultivation <b>Pasteur:</b> discovered that heat kills bacteria, introduced the field of microbiology, and Applied the process of heating liquids to kill bacteria (pasteurization) to products such as milk. Invented vaccine to counter rabies. <b>Salk:</b> invented vaccine to prevent polio</p>	
<p><b>3.15 Science, technology, and society.</b> The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present. The student is expected to:</p>	<p>(3.15B) Identify the impact of new technology in photography, farm equipment, pasteurization, and medical vaccines on communities around the world.</p>	<p><b>Photography:</b> box camera, Polaroid camera, throw-away camera, digital camera, computer-generated or edited – <b>Impact:</b> More representation of our lives compared to earlier times. <b>Farm equipment:</b> tractor, McCormick reaper, cotton gin – <b>Impact:</b> More efficient processes – cuts down on workload and increases productivity. <b>Pasteurization:</b> safe food supply – <b>Impact:</b> Products such as milk are available in mass quantities at grocery stores. <b>Medical vaccines:</b> polio, smallpox, childhood diseases, (predictions using HIV or cancer) – <b>Impact:</b> Higher life expectancy and decreased risk of disabilities caused by disease.</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	15
<b>Grade/Level</b>	3 <sup>rd</sup>	<b>Weeks:</b>	29-30
<b>Unit Title</b>			
Economics and history			
<b>Overview</b>			
Businesses and inventors are important and change communities.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(3.1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:	(3.1A) describe how individuals, events, and ideas have changed communities over time;	<p><b>Individuals:</b></p> <p>Henry Ford (1900's – Automobile), mobility, assembly lines, jobs</p> <p>Cyrus Hall McCormick – Invented reaper (farming communities began to use technology more and did not need as many workers. Farming communities dwindled as workers moved to the cities to find work.)</p> <p><u><b>Such as:</b> Thomas Edison, <b>Ben Franklin (Covered in 2<sup>nd</sup> grade)</b></u></p>	
(3.8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:	(3.8D) identify historic figures, <del>such as</del> <b>including</b> Henry Ford, and ordinary people in the community who have started new businesses.	<p>Henry Ford: Ford Motor Company, helped create a mobile society by mass producing and marketing the Model T. Worked to perfect the assembly line.</p> <p>People in the community: include parents who started their own business</p> <p><u><b>Such as:</b> Phil Knight, Nike Shoes, and Bill Gates, Microsoft Computers/Technology</u></p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies	<b>Bundle #:</b>	16
<b>Grade/Level</b>	3 <sup>rd</sup>	<b>Weeks:</b>	31-32
<b>Unit Title</b>			
Economics			
<b>Overview</b>			
Budgets, spending and saving money			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(3.6) <b>Economics.</b> The student understands the purposes of spending and saving money. The student is expected to:	3.6 (A) identify ways of earning, spending, and saving money; <del>and</del>	<p style="color: red;">Money is earned, spent, and saved by a family to satisfy their need for food, clothing, and shelter.</p> <ul style="list-style-type: none"> <li style="color: red;">• earned: work at a job to make money</li> <li style="color: red;">• spent: spend money on goods and services that one wants and needs</li> <li style="color: red;">• saved: put money in the bank, jar, piggy bank</li> </ul>	
(3.6) <b>Economics.</b> The student understands the purposes of spending and saving money. The student is expected to:	3.6 (B) analyze a simple budget that allocates money for spending and saving.	<p style="color: red;">Including a simple budget, such as for a child, classroom, club, or school that shows both spending and saving</p>	

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	17
<b>Grade/Level</b>	3 <sup>rd</sup>		<b>Weeks:</b>	33-34
<b>Unit Title</b>				
Economics				
<b>Overview</b>				
Supply and demand, scarcity and simple business operations				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>		<b>Student Learning Outcome Clarification</b>	
(3.7) Economics. The student understands the concept of an economic system. The student is expected to:	3.7(A) define and identify examples of scarcity;		<p style="color: red;">Items are scarce when the supply of a good or service does not satisfy the demand; human wants exceed the quantity that can be produced using all available resources</p> <p style="color: red;">Including swings on the swing set, favorite book in the library, Such as: gasoline, toys for Happy Meals etc.</p>	
(3.7) Economics. The student understands the concept of an economic system. The student is expected to:	3.7 (B) explain the impact of scarcity on the production, distribution, and consumption of goods and services;		<p style="color: red;">Lack of product – demand increases – price goes up</p> <p style="color: red;">Production: you can't produce enough of a product unless you have enough natural resource</p> <p style="color: red;">Distribution: how products get to the consumer. Price includes transportation costs, etc.</p> <p style="color: red;">certain methods of transportation are used in the U.S. to link resources with consumers (e.g., railroad, ship, pipeline, trucking, airlines)</p>	
(3.8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:	3.8 (A) give examples of how a simple business operates;		<p style="color: red;">Find a need; find a way to meet the need; sell a good or service for profit; as demand increases, increase supply for more profit; as demand decreases, decrease supply to maintain profit</p>	
(3.8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:	3.8 (B) explain how supply and demand affect the price of a good or service;		<p style="color: red;">Define supply and demand</p> <p style="color: red;">When supply increases, price decreases</p> <p style="color: red;">When supply decreases, price increases</p> <p style="color: red;">When demand increases, price increases</p>	

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## Wylie ISD Curriculum

		<p>When demand decreases, price decreases (Ex: Tickets for sporting events, gas prices, produce)</p>
<p>(3.12) Culture. The student understands ethnic and/or cultural celebrations of the United States and other nations. The student is expected to:</p>	<p>3.12(A) explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations <del>such as</del> including St. Patrick's Day, <b>Cinco de Mayo</b>, and Kwanzaa; <del>and</del></p>	<p><b><u>Cinco de Mayo</u></b>: translates as “fifth of May.” It is the day Mexico celebrates its independence. The holiday commemorates the Mexican victory over the French at the Battle of Puebla. (May 5, 1862). In Mexican-American communities, the day commemorates the Hispanic presence in the United States. Other Mexican Celebration of freedom from Spain, Mexican independence Day on September 16<sup>th</sup>.</p>

## Wylie ISD Curriculum

<b>Subject Area</b>	Social Studies		<b>Bundle #:</b>	18
<b>Grade/Level</b>	3 <sup>rd</sup>		<b>Weeks:</b>	35-36
<b>Unit Title</b>				
Economics				
<b>Overview</b>				
Business profits and interdependence within communities.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>		<b>Student Learning Outcome Clarification</b>	
(3.7) Economics. The student understands the concept of an economic system. The student is expected to:	3.7 (C) explain the impact of scarcity on interdependence within and among communities; <del>and</del>		<p style="color: red;">Few communities are self-sufficient. Residents in communities in areas with rich farm land may devote their time to market gardening. Down the road in an industrialized area, residents may not have land to raise gardens. As a result, they depend on each other for goods and services. A system of interdependence results, based on free exchange. When one crop is scarce, residents may grow more of another crop to satisfy the demand. If one community increases prices, the other community may counter with the same strategy to maintain a balance between the mutual dependencies which exists between the two.</p> <p style="color: red;">Example: fruits and vegetables: scarcity of vegetables at different times of year, imports from parts of world where growing season is different; bad season – no strawberries; hurricane - oranges and other citrus from Florida or Valley scarce; prices change – up when scarce, down when abundant</p>	
(3.8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to	3.8(C) explain how the cost of production and selling price affect profits; <del>and</del>		<p style="color: red;">Want to sell cookies: if price equals costs to produce, no profit will be made. If price is higher than costs to produce, a profit will be made. If price is higher than perceived value by consumers, sales drop (as do profits and income to cover costs)</p>	
(3.10) Citizenship. The student understands characteristics of good citizenship as exemplified by historic figures and ordinary people. The student	3.10(B) identify historic figures <del>such as</del> including Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship;		<p style="color: red;"><u>Addams</u>: First woman to win Nobel Peace Prize (1931), known for establishing Hull House in 1889 and the Settlement House movement and by 1893, it offered medical care, legal aid, language classes, music and</p>	

## Wylie ISD Curriculum

is expected to:	Correlates with 8.23B, 8.24E, US.21D	<p>drama to needy. Activist who supported poor, immigrants and women, active in the women’s suffrage movement, helped found American Civil Liberties Union. She became the first vice president of the National American Woman Suffrage Association in 1911.</p> <p><u>Keller</u>: Lost sight and hearing due to fever when 19 months old. Her teacher, Anne Sullivan, taught Helen how to communicate with sign language, read with Braille, and write with a special typewriter. She earned a degree from Radcliffe College and published two books by 1903. Recipient of the Presidential Medal of Freedom (1964). A symbol of courage and capability to the world. An active suffragette and supporter of the American Foundation for the Blind.</p> <p>Suggestion to cross plan to ELA, Helen Keller novel.</p> <p><u>Tubman</u>: Born a slave, escaped to freedom in 1849, and led more than 300 slaves to freedom. Owned property in New York, was a spy and scout for Union troops during Civil War. Honored by the Black Heritage series of postage stamps (1978) as “a woman who risked everything to liberate slaves.”</p> <p><u>Such as: Martin Luther King (Covered in Kinder and 2<sup>nd</sup>), George Washington (covered in Kinder), Thomas Jefferson (Covered in 2<sup>nd</sup></u></p>
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