

Third Grade

Stage 1 – Desired Results	
<p>Established Goals: First Nations of North America</p>	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> ★ Who were the first people to live in North America, how did they live, and how do they live today? ★ How are native American cultures similar and different? ★ How do stories, legends, and the arts serve as expressions of cultural traditions? ★ How and why did the Native American cultures change over time? ★ How were Native American cultures affected by exchanges with non-native peoples? 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> ★ How do we affect our environment? How does the environment affect us? ★ How do we meet our needs and wants? ★ How do people from differing cultural groups and ways of life work together to solve problems?
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> ★ And apply how maps and globes are used to display the regions of North America in the past and present. (3.1.1) ★ How the environment affects cultural groups and how cultural groups affect the environment. (3.2.1) ★ How the economic systems of groups are influenced by laws, values, and customs. (2.2.1) 	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ★ Use a graphic organizer to organize main ideas and supporting details from visuals and literacy, narrative, informational, and expository texts. (5.2.2) ★ Engage in discussions that attempt to answer questions about cultural similarities and differences. (5.3.1) ★ Draw conclusions using at least two clear, specific, and accurate examples in a paper or presentation. (5.4.1)
Stage 2 – Assessment Evidence	
<p>Performance Task(s):</p>	<p>Other Evidence:</p>
Stage 3 – Learning Plan	
<p>Learning Activities:</p>	

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Stage 1 – Desired Results	
Established Goals: Cultures of North America	
Understanding(s): <i>Students will understand...</i> <ul style="list-style-type: none"> ★ How Mexico, Canada, and the United States are similar and different. 	Essential Question(s): <ul style="list-style-type: none"> ★ What should you know about your neighbors? ★ How does the geographic region influence culture?
<i>Students will know...</i> <ul style="list-style-type: none"> ★ 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. (3.1.2) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ★ Understand that learning about the geography of North America helps us understand the global issue of culture. (3.3.1)
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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Stage 1 – Desired Results	
Established Goals: Cultures in Our Community	
Understanding(s): <i>Students will understand...</i> <ul style="list-style-type: none"> ★ What cultures have contributed to your community & how they have made these contributions. 	Essential Question(s): <ul style="list-style-type: none"> ★ What makes up a culture? Why is it important? ★ What are the critical attributes of culture (cultural universals)? ★ How are cultures similar and different? ★ What can we learn about ourselves by studying cultures in other places?
<i>Students will know...</i> <ul style="list-style-type: none"> ★ The key ideals of unity and diversity. (1.1.1) ★ The cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education. (3.2.2) ★ How contributions made by various cultural groups have shaped the history of the community and world. (4.2.2) 	<i>Students will be able to...</i> <ul style="list-style-type: none"> ★ Apply the key ideals of unity and diversity within the context of the community. (1.1.2) ★ Evaluate if information is clear, specific, and detailed. (5.1.2) ★ Prepare a list of resources, including the title and author for each source. (5.4.2)
Stage 2 – Assessment Evidence	
Performance Task(s):	Other Evidence:
Stage 3 – Learning Plan	
Learning Activities:	

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