

3rd Grade Social Studies Curriculum Bundle #8

Title	Suggested Dates
We are Good Citizens	February 1 - 19, 2010 (13 days)

Big Idea/Enduring Understanding	Guiding Questions
<ul style="list-style-type: none"> • I am a good citizen when I improve myself and my community. 	<ul style="list-style-type: none"> • Why do we need a Black History month? • What are similarities and differences among various good citizens? • Who are good citizens in our school? Our community? • How do good citizens help themselves while they are helping others? • What have you seen businesses do to support students in PISD? • What have individuals and groups done to improve their community?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<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>3.10A identify characteristics of good citizenship such as a belief in justice, truth, equality, and responsibility for the common good;</p>	<p style="color: red;">Benjamin Banneker Phyllis Wheatley Marian Anderson Frederick Douglass Booker T. Washington W.E.B. Du Bois Barbara Jordan</p>	<p><i>When Marian Sang</i>—Biography on Marian Anderson</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>3.10B identify historic figures such as Jane Addams, Helen Keller, and Harriet Tubman who have exemplified good citizenship;</p> <p>Health3.9 Personal / Interpersonal Skills. The student uses social skills in building and maintaining healthy relationships.</p> <p>Health3.9A demonstrate effective verbal and</p>	<p style="color: red;">George Washington Carver Rosa Parks Cesar Chavez Eleanor Roosevelt (children’s letters during Depression) Jackie Chan</p>	<p>Textbook pages 224-227</p>

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<p>nonverbal communication</p> <p>Health3.9B demonstrate strategies for resolving conflicts</p> <p>C explain how to be a good friend</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>3.10D identify ordinary people who exemplify good citizenship</p>	<ul style="list-style-type: none"> • Your school’s PTO president • Pflugerville Education Foundation (grants) • MEN • Humane Society <p>TEACHER NOTE: The main idea of this TEKS is that you don’t have to be rich and famous to help other people. We can all help other people. And we currently have many people who support us and do it quietly, not for money or recognition.</p> <p>All schools may not currently have a MEN representative on their campus. You can contact Zenda Johnson at Admin (zenda.johnson@pflugervilleisd.net) to see if your school has a MEN representative. Whether or not your school has a representative, you could still talk with the students about what the MEN program does, and you could even recruit some MEN to participate!</p>	<p>Resource: Contact your school’s PTO president and ask if he/she can explain what the PTO does for the school and why he/she took this position.</p> <p>Pflugerville Education Foundation page on PISD Website</p> <p>MEN page on PISD Website</p>
<p>3.11 Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:</p> <p>3.11A give examples of community changes that result from individual or group decisions;</p>	<p>Examples include:</p> <ul style="list-style-type: none"> • Anti-noise laws in Austin • No smoking in restaurants • Speed limit in school zones • Wal-Mart in Northcross Mall compared to the Wal-Mart in Pflugerville (protests over Northcross Mall, no opposition in Pflugerville) <p>TEACHER NOTE: Please keep an eye on current events and discuss local, current issues with your students. How does people’s input through voting, letters to their representatives, letters to the newspaper, etc. influence the decisions that are made.</p>	
<p>3.11 Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:</p> <p>3.11B identify examples of actions individuals and</p>	<p>What Do Businesses Do to Support Students in PISD?</p> <p>Examples:</p> <ul style="list-style-type: none"> • Businesses that sponsor students’ sports teams • Dell Diamond’s support of education • Book It –Free pizza from Pizza Hut 	

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<p>groups can take to improve the community; and</p>	<ul style="list-style-type: none"> • Six Flags reading program • Bowling passes • Mr. Gattis—free buffet <p>TEACHER NOTE: You could have students research how different businesses motivate students through their incentive programs. Why do businesses want to give back to their community? What are some other ways that businesses contribute to their communities? For example, General Mills' Box Tops for Education. Target's 5% back to designated school. Restaurants that donate to the school mentioned during a certain day.</p>	
<p>3.11 Citizenship. The student understands the impact of individual and group decisions on communities in a democratic society. The student is expected to:</p> <p>3.11C identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</p>	<ul style="list-style-type: none"> • Red Cross—emergencies • Ronald McDonald House—help for families with seriously ill children • Goodwill—training <p>Other examples:</p> <ul style="list-style-type: none"> • Salvation Army—food and shelter for homeless people • Food pantries—help people who have difficulty affording food 	<p>Resource: You could try contacting representatives from one or more of these organizations to come and speak with your students.</p>
<p>Social Studies Skills TEKS—The TEKS below are processing TEKS: They are designed to be used to help students process the social studies content TEKS above. In reality, teaching and learning involves using the Social Studies Skills TEKS many times throughout the school year, but these TEKS have been written explicitly into the curriculum only a couple of times each to make sure that they are each taught in depth.</p>		
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