|  |  |
| --- | --- |
| **Social Studies Grade 3** | **Big Ideas (UNDERSTAND)** |
|  | Learning about indigenous peoples nurtures multicultural awareness and respect for diversity. | People from diverse cultures and societies share some common experiences and aspects of life. |  Indigenous knowledge is passed down through oral history, traditions, and collective memory. | Indigenous societies throughout the world value the well-being of the self, the land, spirits, and ancestors. |
|  | **Content (DO)** |
|  | cultural characteristics and ways of life of local First Peoples and global indigenous peoples | governance and social organization in local and global indigenous societies | interconnections of cultural and technological innovations of global and local indigenous peoples | aspects of life shared by and common to peoples and cultures | oral history, traditional stories, and artifacts as evidence about past First Peoples cultures | relationship between humans and their environment |
| **Curricular Competencies (DO)** | Inquiry Question(s) | Inquiry Question(s) | Inquiry Question(s) | Inquiry Question(s) |
| **Thinking - Communication – Personal & Social** | Use Social Studies inquiry processes and skills to: ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions |  |  |  |  |
| Explain why people, events, and places are significant to various individuals and groups (significance) |  |  |  |  |
| Ask questions, make inferences, and draw conclusions about the content and features of different types of sources (evidence) |  |  |  |  |
| Sequence objects, images, and events, and explain why some aspects change and others stay the same (continuity and change)  |  |  |  |  |
| Recognize the causes and consequences of events, decisions, and developments (cause and consequence) |  |  |  |  |
| Explain why people’s beliefs, values, worldviews, experiences, and roles give them different perspectives on people, places, issues, and events  |  |  |  |  |
| Make value judgments about events, decisions, and actions, and suggest lessons that can be learned (ethical judgment) |  |  |  |  |