



**Report of Student Learning  
2016-17 Social Studies Grade 3  
Unit 1: Wisconsin Today**

Student Name:

Date:

In this unit, students engaged in the question, “What are all the things that affect how we live in our community and state?” The goal was to have students grow as learners as they learned about our communities within Wisconsin.

The big ideas the students were working to understand were:

- How the community in which they live is similar and different than other communities in the state.
- How the geography of the different regions of the state influence how people live, work, and play.
- How communities organize their city/town/village government to provide necessary services, rules, and laws so people can live comfortably and safely.

The following questions guided the students' work.

- How do people decide where they want to live, work, and play in Wisconsin?
- How are Wisconsin's climate and landforms interesting to residents and visitors?
- How do rules and laws keep our communities safe?
- How is the community in which we live similar and different than other communities in the state?

### **Achievement**

In our Social Studies unit, we had three goals for your child's learning:

1. Learn academic content and skills (including reading, writing, and research)
2. Develop collaboration skills (including listening, communicating, and presenting)
3. Learn HOW to learn

Through the development of these three goals in the context of the Social Studies unit and its products and performances, we want to grow in our students the knowledge, skills, and dispositions to become 'Powerful Learners.' The following chart describes your child's learning in this unit.

<b>Academic Content and Skills</b>	<b>Achieve</b>
Demonstrated understanding of the unit's big ideas by responding to the guiding questions with detail, explanation, insight, interpretation, and perspective	
Searched and read a variety of sources with comprehension to gain knowledge and expertise regarding the topics researched	
Engaged in writing to develop thinking and demonstrate learning	
<b>Collaboration Skills</b>	
Worked respectfully and collaboratively with others - sharing, negotiating, problem-solving, communicating	
Met with teams to share the workload by setting and monitoring schedules to complete specific tasks	
Reflected on, set goals, and improved cooperative processes	
Participated equally in the design and presentation of the final demonstration	
Co-constructed expectations and guidelines for final projects	
<b>Skills for being an effective learner</b>	
Showed effort and persistence in the learning work	
Shared thinking and formed questions related to the unit that came from interest and curiosity	
Listened, talked, viewed, and engaged in deep reading and research using books, articles, websites, videos, library visits, and (when appropriate) sought ideas and perspectives of others to gain information about the topic	
Synthesized information, targeted key ideas, reflected on, and monitored own knowledge building and understanding	
Posed and investigated new questions for further research during the unit	
Shared and gained knowledge with others	
Showed learning and understanding in a variety of ways—verbal sharing, presentations, collaborative discussions, writing (process and final product)	
Produced quality final products/demonstrations/performances of learning	