

## SOCIAL STUDIES CURRICULUM – GRADE 3

ESSENTIAL QUESTIONS	CONTENT & CONCEPTS	SKILL	RESOURCES & TEXT ALIGNMENT	ASSESSMENT
<p>What is a culture?</p> <p>What is a civilization?</p> <p>Where do people settle and why?</p> <p>How do cultures around the world depend on each other?</p> <p>How do different world communities meet their basic needs and wants?</p> <p>What is it to be a citizen in a democracy?</p> <p>What are our national holidays?</p> <p>What tools can you use to find location on a map?</p> <p>What are the environmental and cultural influences that affect life style in world communities?</p> <p>How do world communities meet their needs and wants?</p> <p>How are government officials elected?</p>	<p><i>Culture</i>                    <b>Civilizations</b></p> <p><i>Empathy</i>                <b>Communities Around the World</b></p> <p><i>Identity</i></p> <p><i>Change</i></p> <p><i>Places and Regions</i>    <b>Location of World Communities</b></p> <p><i>Human Systems</i>        <b>Characteristics of World Communities</b></p> <p><i>Environment and Society</i></p> <p><i>Physical Systems</i></p>	<ul style="list-style-type: none"> <li>• Investigate cultural elements of groups of people: ideas, beliefs, customs, traditions, holidays, language, science/technology</li> <li>• Recognize that people in world communities have different interpretations about important issues and historic events</li> <li>• List ways that communities celebrate their accomplishments: holidays and symbols</li> <li>• Explain similarities/differences among cultures and families in world communities</li> <li>• Investigate how history can be obtained from those who were there through the use of historical documents, literature or personal narrative</li> <li>• Apply terms for large units/measures of time: years, decades, centuries, millennia, BC, AD</li> <li>• Use a time line to record important events and eras</li> <li>• Recognize that all people need to learn and they learn in different ways</li> <li>• Read and interpret various types of maps</li> <li>• Identify and locates continents and ocean</li> <li>• Identify and locate various world communities on maps and globes using longitude, latitude, continents, directional terms and scale</li> <li>• List geographic representations that can be used to locate world communities</li> <li>• List environmental factors influencing life styles, economy and development of regions/countries</li> <li>• Describe the various causes and effects of human migration in world regions: physical, human and cultural characteristics</li> <li>• Relate lifestyles and development in world communities to environmental and geographic</li> </ul>	<p>Social Studies Trade Books:  <a href="http://downloads.ncss.org/notable/notable2007.pdf">http://downloads.ncss.org/notable/notable2007.pdf</a></p> <p>Learning Centers</p> <p>Maps, globes</p> <p>Teaching with Documents:  <a href="http://www.edteck.com/dbq/">http://www.edteck.com/dbq/</a>  <a href="http://free.ed.gov/">http://free.ed.gov/</a>  <a href="http://www.pbs.org/teachers/socialstudies/">http://www.pbs.org/teachers/socialstudies/</a>  <a href="http://www.teach-nology.com/teachers/lesson_plans/history/k3/">http://www.teach-nology.com/teachers/lesson_plans/history/k3/</a>  <a href="http://www.geography4kids.com">www.geography4kids.com</a>  <a href="http://www.internet4classrooms.com/k12links.htm">http://www.internet4classrooms.com/k12links.htm</a></p>	<p>Constructed Response:  <a href="http://www.edteck.com/dbq/testing/const_resp.htm">http://www.edteck.com/dbq/testing/const_resp.htm</a></p> <p>Library Research</p> <p>Choose a nation and present the nation’s culture, history geography and arts.</p> <p>Graphic Organizers:  <a href="http://www.edteck.com/dbq/testing/const_resp.htm">Graphic Organizers for Content Instruction</a></p> <p>Use a graphic organizer to compare and contrast two different types of government.</p> <p><a href="http://school.discoveryeducation.com/schrockguide/assess.html">http://school.discoveryeducation.com/schrockguide/assess.html</a></p>

<p>What are our national holidays and symbols?</p> <p>How does the system of supply and demand work globally?</p>	<p><i>Economics Systems</i>    <b>Economic Decisions</b></p> <p><i>Factors of Production</i> <i>Interdependence</i></p> <p><i>Civic Values</i> <i>Nation State</i> <i>Decision Making</i></p> <p><b>Symbols of Citizenship</b></p> <p><b>Government</b></p>	<p>factors</p> <ul style="list-style-type: none"> <li>• Recognize and describe how people in different world communities meet basic needs/wants</li> <li>• List what goods/services should be produced, and in what quantity, in a community researched</li> <li>• Demonstrate the understanding that people in different communities depend upon others to meet basic needs/wants</li> <li>• Define production, distribution, exchange, consumption</li> <li>• Discuss how economic decisions affect a society</li> <li>• Define and categorize a variety of resources: human, capital, natural</li> <li>• Identify and locate major natural resources locally, regionally, nationally</li> <li>• Describe how resources contribute to economic growth in world communities</li> </ul> <ul style="list-style-type: none"> <li>• Identify national symbols and holidays</li> </ul> <ul style="list-style-type: none"> <li>• Describe the necessity of rules and laws</li> <li>• Discuss the management of conflict</li> <li>• Discuss the concept of civil rights and citizenship</li> <li>• Explain how governments in world communities develop and enforce rules and laws</li> <li>• Describe the processes by which leaders are selected</li> <li>• List functions that governments provide for their citizens</li> </ul>		
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In grade 3 students study about communities throughout the world. They study Western and non-Western examples from a variety of geographic areas. Students locate world communities and learn how different communities meet their basic needs and wants. They begin to compare roles of citizens and the kinds of governments found in various world communities.