



Diocese of Raleigh

Social Studies Curriculum

Grade 3

Revised 2013

SOCIAL STUDIES 2013

Introduction

The Social Studies Curriculum is the framework that guides instruction, and is intended for use in all Diocese of Raleigh elementary and middle schools. The Curriculum is aligned to the North Carolina Essential Standards (NCES), the National Standards for Social Studies identified by the National Teachers of Social Studies (NTSS) and the National Standards for Geography. The curriculum includes additional standards and objectives for enhancement of instruction in Catholic Schools, as deemed appropriate by the Curriculum Committee.

The six Social Studies strands provide a knowledge base for the student to understand the role and responsibilities of an active citizen from a historic perspective. Catholic gospel values establish criteria for the student to understand and critique what has been and what can be. Students will be prepared to make informed civic decisions and be active, value-focused citizens in a culturally diverse, interdependent world, with a global perspective, and an understanding of economic development with social analysis skills.

To effectively implement the curriculum the teacher must first be familiar with the format:

Values and Attitudes highlight key principles that will enable students to develop a critical conscience in every content area and recognize that all subjects must be viewed in the light of gospel teachings. Values and Attitudes are the first Strand of every grade level. They are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Strands are the six overarching areas that connect topics throughout grade levels:

Strand A	Values and Attitudes	Strand D	Economics and Financial Literacy
Strand B	History	Strand E	Civics and Governance
Strand C	Geography and Environmental Literacy	Strand F	Culture

Essential Standards and Clarifying Objectives (column 1 and 2) are closely related and explain what a student should know and be able to apply in the Strand. The Standard is the broad concept. They increase in complexity from grade to grade. The North Carolina Essential Standards are noted in parenthesis, e.g., (K.H.1) means Kindergarten.History.Standard 1. After intense review, the Curriculum Committee recommended to modify some of the standards for clarity of understanding and include additional standards that were relevant to the grade. Modifications to Essential Standards are indicated in **bold** and **italicized**. If there are no parenthesis following a standard or objective it is unique to the Diocese of Raleigh curriculum.

Strategies (column 3) are methods for a teacher to provide effective, authentic experiences for students. Decisions for the selection of strategies are at the discretion of the teacher.

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SOCIAL STUDIES SCOPE AND SEQUENCE*

Kindergarten through First Grade

Focus: Self, Family and Community

Goals: Understand personal role within family and community. Develop positive attitude about self, family and families of other cultures. Recognize change and think chronologically. Develop geographic awareness by using tools to process information. Understand basic economic concepts. Recognize responsibility and the qualities of good citizenship.

Second Grade

Focus: Community life with an emphasis on geography

Goals: Understand that people's activities are influenced by geographic location, use of earth's materials, physical environment and human traditions. Recognize contributions of historical and cultural groups. Use geographical representations to process information. Understand basic economic concepts. Understand the purpose of government and responsibilities of citizens.

Third Grade

Focus: Communities with an emphasis on the link to form larger political units with cultural, geographic, and economic connections

Goals: Understand how individuals, ideas and events have influenced history. Understand the relationship of people and geography using geographic concepts. Apply basic economic principles. Understand the development, structure and function of local government. Recognize the presence of diverse cultures in the community and region.

Fourth Grade

Focus: North Carolina

Goals: Recognize North Carolina geographic regions, landforms, climate, resources, and social, economic and political institutions. Analyze historical events in North Carolina through Reconstruction. Understand the effect of various factors on the growth and development of the state. Analyze the impact of market economy. Understand the structure and function of state government. Understand the North Carolina Constitution. Recognize the impact of various cultural groups on the state.

Fifth Grade

Focus: Geographic regions of North America and selected countries of Central America

Goals: Learn about the physical environments and the people of these nations with continuous reference to current events and trends. Analyze the chronology of key events. Recognize the role of key historical individuals. Describe the influence of religions, beliefs and values on life. Understand the impact of human activity on shaping countries. Understand how market economy impacts life. Evaluate the allocation and use of economic resources. Understand the development, structure and function of the United States government. Analyze life in a democratic republic. Explain the impact of migration, settlement patterns and economic development.

Sixth Grade

Focus: Europe and South America

Goals: Compare and connect studies of North Carolina and the United States to the study of South America and Europe. Examine social, economic, and political institutions and analyze similarities and differences among societies. Analyze and understand geographic factors the emergence, expansion and decline of civilizations and societies over time. Understand the political, economic and/or social significance of events, issues, individuals and cultural groups. Understand how the physical environment and human interaction affect economic activities. Understand the development of government. Understand the influence of behaviors and individual or group practices.

Seventh Grade

Focus: Africa, Asia, and Australia

Goal: Provide framework for studying local, regional, national, and global issues for understanding the interdependence of the world in which they live, and for making informed judgments as active citizens. Analyze modern societies from a historical perspective. Understand the implications of global interaction. Understand the factors that shape societies and regions. Understand the economic activities of ancient and modern societies; the development of government; the influence of cultural values.

Eighth Grade

Focus: United States History and North Carolina

Goal: Examine the roles of people, events, and issues in North Carolina in the context of American history from the Constitution to the present, that have contributed to the unique character of the state today. Evaluate historical thinking in relation to the development of North Carolina. Analyze: the impact of conflict, compromise and negotiation; factors that contributed to change; and, the impact of national events on development and expansion. Evaluate geographic factors that influenced development. Identify and analyze economic activities. Analyze the democratic ideals that shaped government. Understand the role of an individual citizen in societal change. Explain the influence of diverse cultures.

*Adapted from North Carolina Essential Standards, 2010

GRADE 3 SOCIAL STUDIES

STRAND A Values and Attitudes

Catholic Schools exist so that curriculum may be taught in the light of Gospel teachings. Teachers must reinforce Gospel truths and values so that students may serve as witnesses to their Catholic faith. The values listed below will help students develop a critical conscience in every content area. Values and Attitudes are not necessarily quantifiable but rather identified in a student's actions and respect toward the content area.

Students should be able to age-appropriately:

- Recognize that all people are created with minds and the gift to reason.
- Understand that God makes each of us as a unique individual.
- Recognize our talents and share them with one another in order to do God's will.
- Exemplify gospel values.
- Broaden their focus from self, to class, to community, to state, to nation, and finally to world.
- Understand and implement the language of Catholic Social Teaching.
- Incorporate the seven themes of Catholic Social Teaching through every strand of the curriculum.
 1. Life and Dignity of the Human Person
 2. Call to Family, Community and Participation
 3. Rights and Responsibilities
 4. Option for the Poor and Vulnerable
 5. The Dignity of Work and The Rights of Workers
 6. Solidarity
 7. Care for God's Creation
- Translate faith into action.

(The first three bullets are common to all areas of curriculum.)

STRAND B History

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand how events, individuals and ideas have influenced the history of local and regional communities. (3.H.1)</p>	<p>1.1 Explain key historical events that occurred in the local community and regions over time. (3.H.1.1)</p>	<p>Predict logical future change in the communities studied.</p>
	<p>1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time. (3.H.1.2)</p>	<p>Demonstrate that every individual is unique and contributes to our society.</p>
	<p>1.3 Exemplify the ideas that were significant in the development of local communities and regions. (3.H.1.3)</p>	<p>Compare methods of communication in the past with those of today.</p>
	<p>1.4 Identify current events that influence community.</p>	
	<p>1.5 Compare and contrast a different community environment to the local community.</p>	
<p>2. Use historical thinking skills to understand the context of events, people and places. (3.H.2)</p>	<p>2.1 Explain change over time through historical narratives (events, people and places). (3.H.2.1)</p>	
	<p>2.2 Explain how multiple perspectives are portrayed through historical narratives. (3.H.2.2)</p>	

STRAND C Geography and Environmental Literacy

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Understand the earth's patterns by using the 5 themes of geography: location, place, human-environment interaction, movement and regions. (3.G.1)	1.1 Find absolute and relative locations of places within the local community and region. (3.G.1.1)	Use appropriate map resources to locate communities.
	1.2 Compare the human and physical characteristics of places. (3.G.1.2)	
	1.3 Exemplify how people adapt to, change and protect the environment to meet their needs. (3.G.1.3)	Evaluate the changes caused by people on physical features.
	1.4 Explain how the movement of goods, people and ideas impact the community. (3.G.1.4)	
	1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world). (3.G.2.2)	Identify how the community's geographic location affects the way people live.
	1.6 Compare various regions according to their characteristics (<i>e.g. physical, political, cultural, urban, and rural</i>). (3.G.1.2)	Use a variety of sources to gather information about the local community and other communities in the world.
2. Understand and apply geographic concepts and the relationship between people and geography.	2.1 Create maps of the community and region using symbols, labels and legends denoting absolute and relative locations.	
	2.2 Describe in geographic terminology variations in the physical environment in communities.	
	2.3 Identify states, major landforms and bodies of water on a map of the United States (mountains, oceans, Great Lakes, rivers).	Analyze the impact of geography on United States settlements and their development.
	2.4 Identify how a community's location is affected by climate.	
	2.5 Use cardinal/intermediate directions to locate specific places and map scale to determine distance between two points.	Use maps, tables, graphs, photographs, and charts to organize information about people and places in a spatial context.
	2.6 Identify how topography impacts the development of an area, including transportation, climate, and commerce.	Apply understanding of climate and topography to communities studied.

STRAND D Economics and Financial Literacy

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Understand how the location of regions affects activity in a market economy. (3.E.1)	1.1 Explain how location impacts supply and demand. (3.E.1.1)	
	1.2 Explain how the locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns). (3.E.1.2)	State differences and similarities among various means of economic exchange.
	1.3 Explain the uses of economic resources in different communities.	Analyze the uses of economic resources in a variety of communities.
2. Understand entrepreneurship in a market economy. (3.E.2)	2.1 Explain why people become entrepreneurs. (3.E.2.1)	Recognize that work is related to the physical and social needs of the individual or groups within the community.
	2.2 Give examples of entrepreneurship in various regions of our state. (3.E.2.2)	
	2.3 Identify the roles of a variety of careers.	Explain why people specialize in different jobs and how this causes people to depend on others. Develop an awareness of characteristics and requirements of given career choices.
3. Apply basic economic principles to the study of communities.	3.1 Relate how scarcity impacts the production, distribution, and consumption of goods and services.	Draw relationships between unlimited wants and limited resources; cite examples from communities studied.
		Define and identify examples of scarcity.
	3.2 Compare and contrast the division of labor in local and global communities.	Apply concepts of specialization and division of labor to community.
	3.3 Explain reasons for economic interdependence of communities.	Discuss similarities among cultural groups because of trade, travel and communications.
	3.4 Identify basic needs and explain how people use goods, services and resources for their wants and needs.	
3.5 Recognize and discuss the impact of Catholic social teaching on economic issues.		

STRAND E Civics and Governance

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
1. Understand the development, structure and function of local government. (3.C/G.1)	1.1 Summarize the historical development of local governments. (3.C/G.1.1)	Discuss reasons people have governments and how government services have changed over time.
	1.2 Describe the structure of local government and how it functions to serve citizens. (3.C/G.1.2)	Identify: political parties within the government; local officials and their duties; services local government provide; need for taxes.
	1.3 Explain the three branches of government, with an emphasis on local government. (3.C/G.1.3)	
	1.4 Show examples of the elective process.	
	1.5 Explain the role of rules and laws in our daily lives and the basic structure of the United States government.	
2. Understand how citizens participate in their communities. (3.C/G.2)	2.1 Exemplify how citizens contribute politically, socially and economically to their community. (3.C/G.2.1)	Apply understanding of authority responsibility, and justice in a democratic society.
	2.2 Exemplify how citizens contribute to the well-being of the community's natural environment. (3.C/G.2)	Exhibit traits of good citizenship in the classroom and school.
		Describe the lives of American heroes who took risks to secure our freedoms, e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, and Martin Luther King, Jr.
	2.3 Apply skills in civic engagement and public discourse (school, community). (3.C/G.3)	Understand how the location of a community affects the lives of its citizens, e.g., resources, lifestyles, etc.
2.4 Explain the histories of important local and national landmarks, symbols, holidays and essential documents that create a sense of community among citizens and exemplify cherished ideals, e.g., American flag, bald eagle, Statue of Liberty, United States Constitution, Declaration of Independence, and United States capital.		

STRAND F Culture

ESSENTIAL STANDARDS	OBJECTIVES	STRATEGIES
<p>1. Understand how diverse cultures are visible in local and regional communities. (3.C.1)</p>	<p>1.1 Compare languages, foods and traditions of various groups living in local and regional communities. (3.C.1.1)</p>	
	<p>1.2 Exemplify how various groups show artistic expression within the local and regional communities. (3.C.1.2)</p>	
	<p>1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors). (3.C.1.3)</p>	
	<p>1.4 Explain the role of real and fictional heroes in creating and/or shaping the culture of communities.</p>	<p>Identify notable deeds of local and global leaders.</p>
		<p>Describe and evaluate heroic actions of characters from folktales and legends.</p>
		<p>Compare and contrast world religions and differences in beliefs and practices.</p>
<p>1.5 Distinguish between the multiple roles that individuals perform in families, workplaces, and communities.</p>	<p>Recognize the importance of family life: cultural, social, and spiritual.</p>	
	<p>Discuss the relationship of family and the Church.</p>	
<p>1.6 Explain how individuals, families, and communities are alike and different.</p>	<p>Discuss examples of likes and differences both past and present.</p>	
<p>Analyze similarities and differences among: children, families, and communities in different times and places.</p>		
<p>2. Analyze religious and cultural traditions in the local and regional communities.</p>	<p>2.1 Identify and explain the importance of selected persons, patriotic symbols and public observances.</p>	
	<p>2.2 Compare examples of cultural traditions from various regions of the country.</p>	

APPENDIX
SKILLS APPLICATION ~ Kindergarten through Eighth Grade

Throughout the Social Studies curriculum teachers must provide opportunities for students to develop and apply specific age-appropriate skills.

SKILL	APPLICATION (skills should be introduced and applied age-appropriately)
<p>Make connections between Social Studies and Catholic Social Teachings.</p>	<p>Make connections between personal actions and Church teachings Relate the history of the Catholic Church to the study of the community, nation, and world Participate in Church and civic events Develop skills in constructive interpersonal relationships and in social participation</p>
<p>Develop strategies for reading social studies materials and for increasing social studies vocabulary.</p>	<p>Read for literal meaning Identify different points of view on historical and current events Draw inferences Recognize bias and propaganda Distinguish fact and fiction by comparing documentary sources on historical figures and events Apply terms correctly, e.g., past, present, future, decade, century, and generation</p>
<p>Develop strategies to access a variety of sources, and use appropriate research skills to gather, synthesize, and report information using diverse modalities to demonstrate the knowledge acquired.</p>	<p>Identify and interpret the multiple causes and effects of historical events and make connections to current issues Use appropriate sources of information, both print and non-print Utilize community-related resources such as field trips, guest speakers, and interviews Create written, oral, musical, visual, and theatrical presentations of social studies information Distinguish between primary and secondary sources Pose relevant questions about events encountered in research Make connections between historical situations and current events/issues Use information for problem solving, decision-making, and planning (hypothetical reasoning; conflicting viewpoints; conflict resolution) Apply map and globe skills Interpret graphs, charts and timelines Interpret social and political messages of cartoons Interpret history through artifacts, arts, and media Summarize key events of a specific time and explain the historical contexts of those events Identify the human and physical characteristics of the places being studied and explain how the features form the unique character of those places</p>
<p>Develop and apply strategies needed for effective incorporation of technology in the learning process.</p>	<p>Use technology to create, format, and produce classroom assignments/projects Use databases and spreadsheets to examine/evaluate real-world problems Create multimedia presentations Determine how people can preserve fundamental values and beliefs in a world that is technologically oriented Compare and contrast the changes that technology has brought to the countries being studied</p>