

Social Studies - Grade 3

UNIT 1: Our Community and Beyond

- 1. Content Standard: Geography** - Students will use geographic concepts and processes to understand location and its relationship to human activities.

Objectives – The student will be able to:

- Identify and describe the location of communities, major cities in Maryland, the United States, and the world using a globe, maps, and atlases.
 - Describe the purposes of a variety of maps and atlases, such as transportation maps, physical maps, and political maps.
 - Compare places and regions using geographical features.
 - Construct and interpret maps by using elements such as, title, compass rose, simple grid system, legend/key, date and author.
 - Describe how people in a community modify their environment to meet changing needs for transportation, shelter, and making a living.
 - Identify reasons for the movement of people from one community or region to another.
- 2. Content Standard: History** - Students will use historical thinking skills to understand how individuals and events have changed society over time.

Objectives – The student will be able to:

- Compare family life in the local community by considering jobs, communication, and transportation.
 - Collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio, or video tapes, and or documents.
 - Investigate how people lived in the past using a variety of primary and secondary sources.
 - Explain the relationship among events using a timeline.
 - Develop a timeline of events in the community.
 - Examine differences between past and present time.
- 3. Content Standard: Skills and Processes** - Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- Ask questions and make predictions about the text.
- Identify, paraphrase, or summarize the main idea of the text.
- Preview the text by examining features, such as the title, pictures, maps, illustrations, photographs, charts, timelines, graphs, and icons.
- Acquire and apply new vocabulary through investigating, listening, independent reading and discussing a variety of print and non-print sources.
- Use a graphic organizer to record important ideas or information.

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UNIT 2: Communities Near and Far

- 1. Content Standard: Political Science** - Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

Objectives – The student will be able to:

- Describe the who, what, and where of social actions (donating money and time) and how that can help others.
 - Describe the actions of people who have made a positive difference in their community, such as community and civic leaders and organizations.
 - Describe the contributions of people who contributed to the common good of society such as Rosa Parks (civil rights) Caesar Chavez (equal rights) Jimmy Carter (world peace efforts).
 - Identify and explain democratic principles such as individual rights, justice, and equality.
- 2. Content Standard: Peoples of the Nations and World** - Students will understand how people in Maryland, the United States and around the world are alike and different.

Objectives – The student will be able to:

- Demonstrate and explain the importance of showing respect towards others.
 - Use non-fiction texts to identify and discuss examples of how communities borrow and share from other cultures.
 - Use fiction and non-fiction texts to compare the elements of several cultures and how they meet their human needs for clothing, food, shelter, recreation, education, stories, art, music and language.
- 3. Content Standard: Geography** - Students will use geographic concepts and processes to understand location and its relationship to human activities.

Objectives – The student will be able to:

- Identify reasons for the movement of people from one community or region or another.
 - Compare ways that people adapt to the environment for food, clothing, and shelter.
 - Identify and describe the location of communities around the world.
- 4. Content Standard: Skills and Processes** - Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- Find relationships between gathered information.
- Identify and use knowledge of organizational structures such as similarities/differences to gain meaning.
- Identify, paraphrase, and summarize the main idea of the text.
- Make connections to the text using prior knowledge and experiences.
- Look back through the text to search for connections between and among ideas.
- Use a graphic organizer or another note-taking technique to record important ideas or information.

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UNIT 3: The Community Count\$

- 1. Content Standard: Economics** - Students will identify the economic principles and processes that are helpful to producers and consumers when making good decisions.

Objectives – The student will be able to:

- Identify and apply the steps in the decision-making process.
- Identify the opportunity cost of a choice or decision.
- Describe how prices affect personal money choices.
- Develop a budget indicating income and expenses.
- Identify the natural, human, and capital resources needed to produce goods.
- Describe steps in the production process to make a product.
- Give examples of when limited resources affect the decisions producers make.
- Explain how producers make choices because of limited natural, human, and capital resources.
- Explain how specialized work results in increased production.
- Identify goods and services provided by the government and paid for by taxes.

- 2. Content Standard: Skills and Processes** - Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- Acquire new vocabulary through listening to, independently reading, and discussing a variety of print and non-print sources.
- Use new vocabulary in speaking and writing to gain and extend content knowledge.
- Make connections to the text using prior knowledge and experiences.
- Look back through the text to search for connections between and among ideas.
- Identify and explain what is directly stated in the text.
- Set a purpose for reading text.
- Draw conclusions and make generalizations based on the text, multiple texts and/or prior knowledge.
- Find relationships between gathered information.

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UNIT 4: The Citizen and the Community

- 1. Content Standard: Political Science** - Students will understand the historical development and current status of the democratic principles and the development of skills and attitudes necessary to become responsible citizens.

Objectives – The student will be able to:

- Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order.
- Describe the contributions of local government leaders such as county executives, county council members, the mayor and city council.
- Describe the contributions of people who contributed to the common good of society.
- Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles.
- Explain the decision making process used to accomplish a community goal or solve a community problem.
- Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations.
- Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality.

- 2. Content Standard: Skills and Processes** - Students shall use reading, writing, and thinking processes and skills to gain knowledge and understanding of political, historical, and current events using chronological and spatial thinking, economic reasoning, and historical interpretation, by framing and evaluating questions from primary and secondary sources.

Objectives – The student will be able to:

- Explain personal connections to ideas or information in text.
- Identify and use new vocabulary acquired through study of relationship to prior knowledge and experiences.
- Define a problem/situation that requires further study.
- Develop a plan for how to answer questions about the problem/situation.
- Propose and justify solutions to social studies problems.