

Course Syllabus

Social Studies, Grade 3

Social Studies Preview, Review
Guardian Angels School

In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

Social Studies core concepts covered in third grade include state and national history, local, state, and national government, economics, and elements of early civilizations. Studies of civics focus on rights and responsibilities in the context of American democracy. Students should be learning about public service and leadership, while being exposed to personal opportunities for voluntarism, leadership, and service. Third graders continue to develop historical analysis and awareness skills introduced in earlier grades. Geography studies should expand to include discussions of regions and populations. Topics covered in economics range from competition in a free-market economic system to an introduction of the world of work.

Civics and Government

The Civics and Government unit combines United States democratic principles, structure and historical documents with governmental systems found throughout the world.

- The learner will be able to give a basic description of government.
- The learner will be able to describe how government can accomplish goals that could not be achieved individually.
- The learner will be able to identify groups of people who create laws.
- The learner will be able to identify groups of people who enforce laws.
- The learner will be able to identify groups of people who apply laws.
- The learner will be able to identify groups of people who handle disputes about laws.
- The learner will be able to describe the purposes of laws.
- The learner will be able to understand the significance of key ideas and values of American democracy.
- The learner will be able to write a school rule that meets specific requirements, such as possible to follow, fair, understandable, and/or designed to protect individuals.
- The learner will be able to recognize the powers of a position of leadership.
- The learner will be able to explain why political leadership is a necessity in a democracy.
- The learner will be able to recognize opportunities for leadership in his/her school.
- The learner will be able to explain the value of leadership in his/her school.
- The learner will be able to recognize opportunities for public service in his/her school.
- The learner will be able to explain the value of public service in his/her school.
- The learner will be able to recognize opportunities for political leadership in his/her community.
- The learner will be able to explain the value of political leadership in his/her community.
- The learner will be able to recognize opportunities for public service in his/her community.
- The learner will be able to explain the value of public service in his/her community.
- The learner will be able to recognize opportunities for political leadership in his/her state.
- The learner will be able to explain the value of political leadership in his/her state.
- The learner will be able to demonstrate an understanding of the basics of the republican form of government.

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- The learner will be able to identify the three branches of government.
- The learner will be able to analyze the functions of local government.
- The learner will be able to name ways individuals can participate in local government.
- The learner will be able to list important services provided by the local government.
- The learner will be able to understand that state laws are passed in the capital city.
- The learner will be able to understand that the person in charge of a state is called the Governor.
- The learner will be able to identify the number of years between a Presidential election.
- The learner will be able to distinguish between valid and invalid requirements for becoming President of the United States.
- The learner will be able to describe the interaction between rights and responsibilities.
- The learner will be able to identify examples from history of conflicts about one's rights and how those conflicts were resolved.
- The learner will be able to recognize political rights.
- The learner will be able to recognize personal rights.
- The learner will be able to recognize economic rights.
- The learner will be able to recognize civic responsibilities.
- The learner will be able to analyze safety situations and procedures.
- The learner will be able to recognize an American identity of shared values, principles, and/or beliefs in historical documents.
- The learner will be able to name examples of voluntarism.
- The learner will be able to explain how voluntarism promotes the common good.
- The learner will be able to explain the basic necessity of government.
- The learner will be able to associate a government function with its effect on society.
- The learner will be able to analyze the functions of government.
- The learner will be able to describe the basic purposes of government in the United States.

Cultural Perspective

The Cultural Perspective unit includes communities, diversity, fine arts, humanities, folklore, holidays, media, and religious and social issues.

- The learner will be able to understand the dynamics of interpersonal relationships.
- The learner will be able to understand how families live and work together, both in present and past times.
- The learner will be able to understand how families differ in various places of the world.
- The learner will be able to understand how communities in the past lived and worked together.
- The learner will be able to identify folk heroes that are a part of U.S. cultural history.
- The learner will be able to understand the significance of holidays in countries around the world.
- The learner will be able to use a picture to draw conclusions.
- The learner will be able to identify similarities in different forms of housing.
- The learner will be able to use information about a person and his/her community to draw conclusions.
- The learner will be able to define culture.

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- The learner will be able to make inferences about a culture's way of life.
- The learner will be able to list possible reasons for cultural change.
- The learner will be able to examine how people share elements of their culture with others.

Economics

The Economics unit includes core concepts, such as supply and demand, goods and services, income, and employment, as well as United States and world economies.

- The learner will be able to understand how needs and wants may vary in different places.
- The learner will be able to associate a service with a type of business.
- The learner will be able to associate methods of transportation with goods and/or services.
- The learner will be able to explain how changes in modes of transportation and communication impact the distribution of goods and services.
- The learner will be able to identify methods for earning money.
- The learner will be able to understand the cause and effect of competition.
- The learner will be able to begin to understand a free-market economic system.
- The learner will be able to recognize methods of spending money.
- The learner will be able to examine a simple budget.
- The learner will be able to explain how economic decision making is influenced by opportunity cost, scarcity, and price.
- The learner will be able to understand the importance of human, natural, and capital resources to economic growth.

- The learner will be able to show an understanding of the world of work.

Geography

The Geography unit includes United States and world geography, map and globe skills, Earth characteristics, and geographic tools and concepts.

- The learner will be able to become familiar with the topography of his/her surroundings.
- The learner will be able to describe how geography affects human life.
- The learner will be able to describe how geography affects the development of communities.
- The learner will be able to associate a geographical term (e.g. island) with a place (e.g., Hawaii).
- The learner will be able to construct a model of the topography of his/her local region.
- The learner will be able to classify various regions.
- The learner will be able to name the features of renewable physical resources.
- The learner will be able to name the features of nonrenewable physical resources.
- The learner will be able to use map symbols to locate places.
- The learner will be able to use a neighborhood map to find locations.
- The learner will be able to identify land use on a map.
- The learner will be able to use the information presented on a map to draw conclusions.
- The learner will be able to read a basic grid map.
- The learner will be able to identify specific states given a map of the United States.
- The learner will be able to identify factors that affect human settlement patterns.

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- The learner will be able to describe how the environment affects the development of communities.
- The learner will be able to identify a picture of how humans have altered the natural land.
- The learner will be able to analyze how people adapt to their environment.
- The learner will be able to identify the Northern, Southern, Eastern, and Western hemispheres using the equator and prime meridian.
- The learner will be able to differentiate between the meridians of longitude and parallels of latitude.

Historical Perspective

The Historical Perspective unit includes data interpretation, awareness and analysis skills, and the concepts of time, change, and continuity.

- The learner will be able to use vocabulary related to the chronology of time, including ancient, modern, and/or future time.
- The learner will be able to understand the time periods associated with Before the Common Era (BCE), the Common Era (CE) and BC (Before the Christian Era), A.D. (In the Year of Our Lord).
- The learner will be able to understand calendar time, including years, decades, and centuries.
- The learner will be able to understand how world communities change over time.
- The learner will be able to observe change over time through studying historical photographs.
- The learner will be able to understand how historians learn about the past when there are no written records.
- The learner will be able to identify the main idea from a series of pictures.
- The learner will be able to use pictures to draw conclusions about historical events or people.

- The learner will be able to recognize historical cause and effect relationships.
- The learner will be able to use information presented in a chart to make inferences about historical events.
- The learner will be able to use and organize information presented in a timeline.
- The learner will be able to analyze information presented on a bar graph.
- The learner will be able to read a table.
- The learner will be able to understand the purpose of a flow chart.
- The learner will be able to read a chart.
- The learner will be able to identify different types of graphs, such as line graphs.

Technological Developments

The Technological Developments unit includes historical achievements in the areas of communication, math, science, transportation, and technological inventions.

- The learner will be able to sequence modes of transportation in chronological order.
- The learner will be able to draw conclusions about transportation from information presented in a graph.
- The learner will be able to comprehend the origin of written communication.
- The learner will be able to sequence technological developments.

United States History

The United States History unit includes events and issues pertaining to the founding, development, and expansion of our nation from its inception to present day.

- The learner will be able to explain why early settlers came to his/her state.

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- The learner will be able to recognize significant people that influenced the history of his/her state.
- The learner will be able to recognize significant events that influenced the history of his/her state.
- The learner will be able to recognize significant trends that influenced the history of his/her state.
- The learner will be able to identify the order of events within his/her state history.
- The learner will be able to begin to understand the significance of historical figures, such as Abraham Lincoln, Martin Luther King, Jr., and Susan B. Anthony.
- The learner will be able to understand the significance of revolutionary leaders, such as George Washington, Thomas Jefferson, and Benjamin Franklin.
- The learner will be able to identify major American monuments, such as building and statues.
- The learner will be able to understand what the stripes on the American flag represent.
- The learner will be able to understand the significance of historical symbols.
- The learner will be able to explain the discovery of America by Christopher Columbus and other European explorers.
- The learner will be able to explain the settlement of Jamestown.
- The learner will be able to explain how various American Indian nations obtained their daily necessities, such as food, clothing, and/or shelter.
- The learner will be able to understand the use of tepees by the Plains Native Americans.
- The learner will be able to describe the customs of various American Indian nations.
- The learner will be able to determine the effect of new settlers on various American Indian nations.
- The learner will be able to explain how various indigenous groups adapted to their environments.
- The learner will be able to associate the movement of various American Indian nations with characteristics of the natural environment.