



**VALWOOD**

*GO BEYOND*

**Third Grade Social Studies Curriculum**

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### 3rd Grade Overview

Course Description	Topics at a Glance										
<p>In third grade, students are introduced to a variety of historical sources to distinguished historical fact and fiction. Students will compare past and present situations locally and in the Regions of the United States to recognize patterns in the development of communities. Students utilize various geographical tools to understand the concepts of how geography influences the development of regions and human interaction. Students will be able to recognize that views and rights of others as a key component of a democratic society.</p>	<ul style="list-style-type: none"> <li>Government: Communities (Urban, Suburban and Rural)</li> <li>Geography: Environment</li> <li>Geography: Physical Land Forms</li> <li>History: People from Long Ago</li> <li>History: Time Line of Early History</li> <li>Government: Local, State, National</li> </ul>										
Assessments	3 <sup>rd</sup> Grade Notes										
<ul style="list-style-type: none"> <li>Pre and post assessments</li> <li>Checks for understanding</li> <li>Observations/Anecdotal Records</li> <li>Students comments and questions</li> <li>Personal reflections</li> <li>Teacher questions and prompts</li> </ul>	<ol style="list-style-type: none"> <li>1. Social Studies provide an opportunity to celebrate and explore the diversity of language, culture, ability, family structures, class, ethnicity, and gender. Every opportunity should be made to infuse the uniqueness of individuals, families, communities and regions. Critical thinking skills are inherent when exploring, describing, and comparing and contrasting people then and now</li> <li>2. Field Trip: Okefenokee Swamp to see physical land forms</li> <li>3. Speakers: Cartographer, Major, City Council</li> <li>4. Technology: Google Earth, Earth Point Software, GPS</li> </ol>										
Grade Level Expectations											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #e0e0e0;"> <th style="width: 20%; padding: 5px;">Standard</th> <th style="padding: 5px;">Big Ideas for Third Grade (Grade Level Expectations)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">1. History</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Use a variety of sources to distinguish historical fact from fiction</li> <li>2. People in the past influenced the development and interaction of different communities and regions</li> </ol> </td> </tr> <tr> <td style="padding: 5px;">2. Geography</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Use various types of geographic tools to develop spatial thinking</li> <li>2. The concept of regions is developed through an understanding of similarities and differences in places</li> </ol> </td> </tr> <tr> <td style="padding: 5px;">3. Economics</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Describe producers and consumers and how goods and services are exchanged</li> </ol> </td> </tr> <tr> <td style="padding: 5px;">4. Civics</td> <td style="padding: 5px;"> <ol style="list-style-type: none"> <li>1. Respecting the views and rights of others as components of a democratic society</li> <li>2. The origin, structure and function of local government</li> </ol> </td> </tr> </tbody> </table>	Standard	Big Ideas for Third Grade (Grade Level Expectations)	1. History	<ol style="list-style-type: none"> <li>1. Use a variety of sources to distinguish historical fact from fiction</li> <li>2. People in the past influenced the development and interaction of different communities and regions</li> </ol>	2. Geography	<ol style="list-style-type: none"> <li>1. Use various types of geographic tools to develop spatial thinking</li> <li>2. The concept of regions is developed through an understanding of similarities and differences in places</li> </ol>	3. Economics	<ol style="list-style-type: none"> <li>1. Describe producers and consumers and how goods and services are exchanged</li> </ol>	4. Civics	<ol style="list-style-type: none"> <li>1. Respecting the views and rights of others as components of a democratic society</li> <li>2. The origin, structure and function of local government</li> </ol>	
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<b>Content Area: Social Studies - Third Grade</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b> Develop an understanding of how people view, construct, and interpret history	
<b>Grade Level Expectation</b> <b>Concepts and skills students master:</b> 1. Use a variety of sources to distinguish historical fact from fiction	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Compare factual historical sources with works of fiction about the same topic</li> <li>b. Use a variety of historical sources including artifacts, pictures and documents to help define factual historical evidence</li> <li>c. Compare information from multiple sources recounting the same event</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How do historical fact, opinion and fiction uniquely influence an individual's understanding of history?</li> <li>2. How do historical thinkers determine the accuracy of history?</li> <li>3. What types of questions do historians ask about the past?</li> <li>4. Why do historians use multiple sources in studying history?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. The ability to distinguish fact from fiction is used to make informed decisions. For example, consumers must critically analyze advertisements for facts, and nonfiction writers must verify historical accuracy.</li> <li>2. The ability to distinguish historical fact from fiction allows local museums and other tourist attractions to relate truthful accounts of the past.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Historical thinkers evaluate historical sources for purpose and context.</li> <li>2. Historical thinkers use sources to distinguish fact from fiction.</li> </ol>

<b>Content Area: Social Studies - Third Grade</b>	
<b>Standard: 1. History</b>	
<b>Prepared Graduates:</b> Analyze key historical periods and patterns of change over time within and across nations and cultures	
<b>Grade Level Expectation:</b> <b>Concepts and skills students master:</b> 2. People in the past influence the development and interaction of different communities or regions	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Compare past and present situations and events</li> <li>b. Chronologically sequence important events in a community or region</li> <li>c. Give examples of people and events, and developments that brought important changes to a community or region</li> <li>d. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How have different groups of people both lived together and interacted with each other in the past?</li> <li>2. What types of questions do people ask to learn about the past?</li> <li>3. How has the region changed and yet remained the same over time?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. The context and information from the past is used to make connections and inform decisions in the present. For example, the development and traditions of various groups in a region affect the economic development, tourist industry and the cultural make-up of a community.</li> <li>2. Technological developments continue to evolve and affect the present and permit innovation in a region. For example, Hispanics influence the culture in Pueblo; the military affects the culture in the Pikes Peak region; and the ski industry and mining affect the mountains.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Historical thinkers ask questions to guide their research into the past.</li> <li>2. Historical thinkers analyze the interaction, patterns, and contributions of various cultures and groups in the past.</li> </ol>

## 2. Geography

The study of geography creates an informed person with an understanding of spatial perspective and technologies for spatial analysis; and an awareness of the interdependence of the world regions and resources, and how places are connected at the local, national, and global scales. Students understand the complexity and interrelatedness of people, places, and environments. Geography helps students appreciate the dynamic relationships and complexity of the world.

The skills, concepts, and knowledge acquired in geography are fundamental literacy components for a 21st century student. Use of critical thinking, information literacy, collaboration, self-direction, and invention are apparent in every facet of geographic education. Geography helps students develop a framework for understanding the world, ultimately contributing to the creation of informed citizens.

### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete a Valwood education must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Geography standard are:**

- Develop spatial understanding, perspectives, and personal connections to the world
- Examine places and regions and the connections among them

<b>Content Area: Social Studies - Third Grade</b>	
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b> Develop spatial understanding, perspectives, and personal connections to the world	
<b>Grade Level Expectation:</b> <b>Concepts and skills students master:</b> 1. Use various types of geographic tools to develop spatial thinking	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Read and interpret information from geographic tools and formulate geographic questions</li> <li>b. Find oceans and continents, major countries, bodies of water, mountains, and urban areas, the state of Georgia, and neighboring states on maps</li> <li>c. Locate the community on a map and describe its natural and human features</li> <li>d. Identify geography-based problems and examine the ways that people have tried to solve them</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What questions do geographers ask?</li> <li>2. How does the geography of where we live influence how we live?</li> <li>3. How do physical features provide opportunities and challenges to regions?</li> <li>4. How have the cultural experiences of groups in different regions influenced practices regarding the local environment?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Individuals and businesses use geographic tools to answer questions about places and locations such as where to locate a business or park, and how to landscape a yard.</li> <li>2. Spatial thinking involves analysis, problem-solving, and pattern prediction.</li> <li>3. Individuals develop spatial thinking to organize and make connections such as reading a map and understanding where you are, where you want to go, and how to get to the destination.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Spatial thinkers use and interpret information from geography tools to investigate geographic questions.</li> <li>2. Spatial thinkers analyze connections among places.</li> </ol>

<b>Content Area: Social Studies - Third Grade</b>	
<b>Standard: 2. Geography</b>	
<b>Prepared Graduates:</b> Examine places and regions and the connections among them	
<b>Grade Level Expectation:</b> <b>Concepts and skills students master:</b> 2. The concept of regions is developed through an understanding of similarities and differences in places	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Observe and describe the physical characteristics and the cultural and human features of a region</li> <li>b. Identify the factors that make a region unique including cultural diversity, industry and agriculture, and land forms</li> <li>c. Give examples of places that are similar and different from a local region</li> <li>d. Characterize regions using different types of features such as physical, political, cultural, urban and rural</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Are regions in the world more similar or different?</li> <li>2. Why do people describe regions using human or physical characteristics?</li> <li>3. What are geographic characteristics of a region?</li> <li>4. How do cultures lead to similarities and differences between regions?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Individuals compare and contrast characteristics of regions when making decisions and choices such as where to send children to school, what part of town to live in, what type of climate suits personal needs, and what region of a country to visit.</li> <li>2. Individuals and businesses make economic, political, and personal decisions such as where to farm, where to locate industry, and where to plant a garden based on geographic characteristics of a region.</li> <li>3. Individuals and business understand how geography influences the development of rural, urban, and suburban areas.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Spatial thinkers create and use spatial representations of Earth.</li> <li>2. Spatial thinkers evaluate geographic data and represent it visually</li> </ol>

### 3. Economics

Economics and personal financial literacy teach students the skills, knowledge, and habits that they must master in order to contribute in a positive manner to society. Economics and personal financial literacy teach how to understand personal responsibility, set goals, create plans, evaluate choices, value entrepreneurship, comprehend globalization and international connections, and learn to make rational decisions through critical analysis.

Economics teaches students how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help understand how to manage scarce resources using a logical decision-making process that involves prioritization based on analysis of the costs and benefits of every choice.

Economics and personal financial literacy are essential to function effectively in personal lives, as participants in a global economy, and as citizens contributing to a strong national economy. As citizens, workers, consumers, savers, and investors, members of society must have a level of economic and personal financial literacy that enables them to understand how economies function and to apply economic analysis in their own lives.

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete a Valwood education must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Economics Standard are:**

- Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy
- Acquire the knowledge and economic reasoning skills to make sound financial decisions



<b>Content Area: Social Studies - Third Grade</b>	
<b>Standard: Economics</b>	
<b>Prepared Graduates:</b> Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy	
<b>Grade Level Expectation:</b> <b>Concepts and skills students master:</b> 1. Describe producers and consumers and how goods and services are exchanged	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Describe the difference between producers and consumers and explain how they need each other</li> <li>b. Describe and give examples of forms of exchange topics to include but not limited to trade and barter</li> <li>c. Describe how the exchange of goods and services between businesses and consumers affects all parties</li> <li>d. Recognize that different currencies and forms of exchange that exist and list the functions of money to include but not limited to such topics as medium of exchange, store of value, and measure of value</li> <li>e. Give examples of how trade benefits individuals and communities and increases interdependency</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How does an individual know when an exchange benefits both parties?</li> <li>2. What would happen if there was no such item as money?</li> <li>3. Would you rather be a producer, consumer, or a mix of both?</li> <li>4. What happens when a producer cannot make enough to meet consumer demand?</li> <li>5. What would happen if consumers did not want what a producer made?</li> <li>6. What would the world look like if there were no transportation that could move goods more than 50 miles?</li> <li>7. How does the shipment of raw materials and processed goods affect the natural environment?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Production and consumption are essential components of markets and affect everyday life. For example, not enough high-demand toys are produced during Christmas meaning the prices will be higher. Not enough clean drinking water causes higher prices for bottled water.</li> <li>2. Goods and services are exchanged in multiple ways and are a part of everyday life such as purchasing or trading items.</li> <li>3. Production, consumption, and the exchange of goods and services are interconnected in the world. For example, vegetables from California are sold at Georgia markets and an ice storm in Florida affects orange juice supplies for the world, ingredients from different areas of the United States are shipped to one area for a business to create a candy bar which is then shipped throughout the world.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Economic thinkers analyze trade and the use of money.</li> <li>2. Economic thinkers describe and study the importance of exchange in a community.</li> </ol>

<b>Content Area: Social Studies - Third Grade</b>	
<b>Standard: 3. Economics</b>	
<b>Prepared Graduates:</b> Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)	
<b>Grade Level Expectation:</b> <b>Concepts and skills students master:</b> 2. Describe how to meet short term financial goals (PFL)	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify sources of income including gifts, allowances, and earnings</li> <li>b. Recognize that there are costs and benefits associated with borrowing to meet a short-term financial goal</li> <li>c. Identify jobs children can do to earn money for personal, philanthropic, or entrepreneurial goals</li> <li>d. Create a plan for a short-term financial goal</li> <li>e. Describe the steps necessary to reach short-term financial goals</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. What would happen if an individual spent all earning on entertainment?</li> <li>2. Why do individuals give away money?</li> <li>3. How would an individual decide between purchasing a want or a need?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Personal financial goal setting is a lifelong activity and short-term goal setting is essential to that process. For example, students save for a fish aquarium or skateboard.</li> <li>2. Analysis of various options and creating short- and long-term goals for borrowing is a lifelong skill. For example, adults borrow to buy a car or a vacation.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Financially responsible individuals create goals and work toward meeting them.</li> <li>2. Financially responsible individuals understand the cost and the accountability associated with borrowing.</li> </ol>

#### 4. Civics

Civics has an impact on every individual daily through the work of city councils, state legislatures, Congress and school boards. Civics teaches students the complexity of the origins, structure, and functions of governments; the rights, roles, and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.

Civics is a foundational component of the educational experience and critical to the continued success of our society. A democratic and free society relies on the skills, intelligence, engagement and virtue of its citizens. Our students will one day be responsible for strengthening our civic culture based on the knowledge they learn at school, their own values, and their choices for action. Democracy demands that they have these tools to be responsible contributors to civic culture.

#### **Prepared Graduates**

The prepared graduate competencies are the preschool through twelfth-grade concepts and skills that all students who complete a Valwood education must master to ensure their success in a postsecondary and workforce setting.

#### **Prepared Graduate Competencies in the Civics standard are:**

- Analyze and practice rights, roles, and responsibilities of citizens
- Analyze the origins, structure, and functions of governments and their impacts on societies and citizens

<b>Content Area: Social Studies - Third Grade</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b> Analyze and practice rights, roles, and responsibilities of citizens	
<b>Grade Level Expectation:</b> <b>Concepts and skills students master:</b> 1. Respecting the views and rights of others is a key component of a democratic society	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify and apply the elements of civil discourse elements to include but not limited to listening with respect for understanding and speaking in a respectful manner</li> <li>b. Identify important economic and personal rights and how they relate to others</li> <li>c. Give examples of the relationship between rights and responsibilities</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. Why might an individual make a choice to participate in the community?</li> <li>2. What are the essential elements of compromise that enable conflict to be transformed into agreement?</li> <li>3. Why is personal advocacy important in a community with diverse views?</li> <li>4. What would a community be like if individuals from various groups did not respect each other's rights and views?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures. For example, environmentalists, industry, and government work together to solve issues around energy and other resources.</li> <li>2. Technology provides the opportunity to research multiple views on issues to better understand the evolution of rights. For example, lawyers research court findings and individuals engage in civic discourse regarding issues of the day through the Internet.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Responsible community members take the opportunity to make positive changes in their community.</li> <li>2. Responsible community members recognize the value of respecting the rights and views of others.</li> </ol>

<b>Content Area: Social Studies - Third Grade</b>	
<b>Standard: 4. Civics</b>	
<b>Prepared Graduates:</b> Analyze origins, structure, and functions of governments and their impacts on societies and citizens	
<b>Grade Level Expectation:</b> <b>Concepts and skills students master:</b> 2. The origins, structure, and functions of local government	
<b>Evidence Outcomes</b>	<b>21<sup>st</sup> Century Skills and Readiness Competencies</b>
<b>Students can:</b> <ol style="list-style-type: none"> <li>a. Identify the origins, structure, and functions of local government</li> <li>b. Identify and explain the services local governments provide and how those services are funded</li> <li>c. Identify and explain a variety of roles leaders, citizens, and others play in local government</li> </ol>	<b>Inquiry Questions:</b> <ol style="list-style-type: none"> <li>1. How are local governments and citizens interdependent?</li> <li>2. How do individuals get involved in their local government?</li> <li>3. How do local governments and citizens help each other?</li> <li>4. Why do people create governments?</li> <li>5. How do people, places, and events help us understand the ideals of democratic government?</li> </ol>
	<b>Relevance and Application:</b> <ol style="list-style-type: none"> <li>1. Knowledge of the origins, structure, and functions of local government enables participation in the democratic process. For example, groups and governments work together to create a safe environment in the community.</li> </ol>
	<b>Nature of Discipline:</b> <ol style="list-style-type: none"> <li>1. Responsible community members are involved in their local government.</li> <li>2. Responsible community members know how personal advocacy and involvement can lead to change in communities.</li> <li>3. Responsible community members use negotiation as an inherent part of decision-making.</li> </ol>