



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

### ***Essential Standards: Third Grade Social Studies • Unpacked Content***

For the new Essential Standards that will be effective in all North Carolina schools in the 2012-13 school year.

#### **What is the purpose of this document?**

To increase student achievement by ensuring educators understand specifically what the new standards mean a student must know, understand and be able to do.

#### **What is in the document?**

The “unpacking” of the standards done in this document is an effort to answer a simple question “What does this standard mean that a student must understand, know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators. This tool also provides definitions and key terminology frequently used and identified within the North Carolina Essential Standards for Social Studies. Key terms in bold, correspond to those that would likely appear in the new standards, classroom instruction, and comprehensive assessments (formative, interim, and summative). You may also find a list of key terminology at the end of this document in Appendix A. This list is not meant to be exhaustive, but seeks to address key terms and definitions that are critical in building student knowledge and understanding in the content area. These terms should not be used for basic recall or memorization, but to enhance the student’s ability to make connections across other disciplines and in the real world.

#### **How do I send Feedback?**

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, teachers and educators will find ways in which the tool can be improved and made even more useful. Please send feedback to us at [feedback@dpi.nc.gov](mailto:feedback@dpi.nc.gov) and we will use your input to refine our instructional tool. Thank You!

#### **Just want the standards alone?**

You can find the standards alone at <http://www.ncpublicschools.org/acre/standards/new-standards/#social>.

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture

# History

## Essential Standard:

**3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities.**

**Concept(s): Leadership, Values and Beliefs, Settlement Patterns, Resources**

## Clarifying Objectives

## Unpacking

What does this standard mean a student will understand, know and be able to do?

3.H.1.1 Explain key historical events that occurred in the local community and regions over time.

### The student will understand:

- Historical events often have effects on the local community or regions over time.
- Past events may drive communities and regions to undergo a period of political, economic, or social change.

### The student will know:

- The difference between a community and a region (e.g., a community is a more localized area, a region may contain a number of communities)
- Examples of historical events and their impacts.

**For example:** Europeans and other settlers came to North America and developed different rules for government that are present today. [Interactions between American Indians and European settlers](#) led to disruptions in American Indian life and culture.

*Note: (Noteworthy events may include: [The Revolutionary War](#), the advent of [slavery](#), the [Civil War](#), the [Industrial Period](#), the [Civil Rights Movements](#), [World War One](#), [World War Two](#), etc.)*

3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.

### The student will understand:

- The actions of diverse individuals and groups shape local communities and regions over time.

### The student will know:

- Examples of diverse historical figures and groups.
- Ways diverse historical figures and groups have made contributions to various communities and regions.

	<p><b>For example:</b> contributions may include scientific, artistic, literary, industrial, etc. (<a href="#">Booker T. Washington</a> and Tuskegee, <a href="#">Horace Mann</a> and public schools, <a href="#">Salvador Dali</a> and surrealism).</p> <p><i>Note: Be sure to include local historic figures when teaching this objective.</i></p>
<p>3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Communities and regions often develop around shared philosophical ideas and common goals.</li> <li>• Ideas concerning how people should live, work, and play may dictate the organization and development of a community or region.</li> <li>• Conflict between groups over varying ideas may lead to compromise over how people choose to live within a community.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of ideas that could lead to the development of a local community or region.</li> <li>• The interactions between and traditions of various groups in local communities and regions affect the economic development and the cultural make-up of a community.</li> <li>• How technological innovations arising from ideas have impacted local communities and regions.</li> <li>• How people adapt and modify the environment based on philosophical perspectives when developing local communities and regions.</li> <li>• How human values and beliefs and environmental features affect development.</li> </ul>
<p><b>Essential Standard:</b>  <b>3.H.2 Use historical thinking skills to understand the context of events, people and places.</b></p> <p><b>Concept(s) Change, Perspective</b></p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  What does this standard mean a student will understand, know and be able to do?</p>
<p>3.H.2.1 Explain change over time through historical narratives (events,</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Synergy between people, events and places shape the progress of history.</li> </ul>

people and places).

- Narratives can be used to explore the contributions of people and the impact of events in history.

**The student will know:**

- Examples of historical narratives (both [primary and secondary sources](#)).

**For example:** [biographies](#), [autobiographies](#), [historical essays](#), diaries, letters, etc.

- Historical narratives are used to help define factual historical evidence for purpose and context to help understand the past.
- Historical narratives are used to tell how and why change takes place in past events, people and places.
- How historians [use primary and secondary sources](#) to explain historical events.

**Key Terminology:**

- **Primary sources** provide a first-hand account or direct evidence concerning a topic under investigation. They are created by witnesses or recorders who actually experienced the events or conditions being documented. While these sources are often created at the time when the events or conditions are occurring, primary sources may also include autobiographies, memoirs, and oral histories recorded later. Some other examples of primary sources are letters, diaries, maps, drawings, laws, and statutes.

[http://www.yale.edu/collections\\_collaborative/primarysources/primarysources.html](http://www.yale.edu/collections_collaborative/primarysources/primarysources.html)

<http://www.primarysource.org/what-is-a-primary-source>

<http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources>

- **Secondary sources** pertain to those sources that historians use to interpret and reconstruct the past that are the interpretations of events and developments that are not first-hand observations.

[http://dese.mo.gov/divimprove/curriculum/GLE/documents/ss\\_glossary\\_030509.pdf](http://dese.mo.gov/divimprove/curriculum/GLE/documents/ss_glossary_030509.pdf)

<http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources>

3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.

**The student will understand:**

- Historical sources from multiple points of view may be used to develop a deeper understanding of what happened in the past.

**The student will know:**

- There is more than one perspective of any historical event.
- Examples of multiple perspectives.

**For example:** Primary source [diary entry from a plantation owner](#) as compared to an [editorial from an abolitionist publication](#).

- Historical narratives provide multiples perspectives of history.
- Historical sources including artifacts, pictures and documents offer evidence of what happened in the past.

**Key Terminology:**

- **Multiple perspectives**, in historical analysis and interpretation, entails viewing history through the lens of many different viewpoints, representations and roles in order to create the most accurate historical narrative that encompasses differing and sometimes heterogeneous points of view.

<http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/3.-historical-analysis-and-interpretation>

## Geography and Environmental Literacy

### Essential Standard:

**3.G.1 Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).**

**Concept(s): Place, Location, Human-Environment Interaction, Movement, Region**

### Clarifying Objectives

3.G.1.1 Find absolute and relative locations of places within the local community and region.

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Landmarks or points of interest can be used to determine the location of a place.
- Geographic coordinates may be used to navigate people to specific places or locations.

#### The student will know:

- [Absolute and relative locations](#) are two ways of describing the positions of places on the earth's surface.
- The difference between absolute and relative locations.

**For example:** Absolute locations of places such as home address, school address, etc.

**For example:** Relative locations of significant places such as where the school is located in relation to the fire department.

- How to use a map and a globe to find locations of places.
- [How to use maps](#) to describe the location of places within the local community and region by applying concepts including absolute and relative location, direction, scale, etc.

#### The student will be able to:

- Find absolute (e.g., definitive vicinity) and relative (e.g., approximate vicinity) locations of places within the local community and region on a map, globe, etc.
- Use geographic tools to find specific places within a community or region.

<p>3.G.1.2 Compare the human and physical characteristics of places.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Places develop and change due to human and physical characteristics.</li> <li>• Places’ similarities and differences are often based on their common and uncommon human and physical characteristics.</li> <li>• Human characteristics of a place are often reflective of a need to adapt or change the physical characteristics of an environment.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Human and cultural characteristics</a> of a place come from human beliefs and actions.</li> </ul> <p><b>For example:</b> bridges, houses, parks, population, language, religion, architecture, land use, density of population, language patterns, religion, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Physical characteristics</a> of a place make up its natural environment and how people adapt or change them.</li> </ul> <p><b>For example:</b> landforms, bodies of water, climate, soils, natural vegetation, animal life, etc.</p> <ul style="list-style-type: none"> <li>• How to compare the human and physical characteristics of the local community with those of another community.</li> <li>• The process of observing, exploring and comparing human and physical characteristics of places.</li> <li>• The definition of time zones and how they are determined.</li> </ul>
<p>3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• In order for a community to thrive, it is necessary for people to properly maintain the balance between the environment and the community.</li> <li>• The availability of resources may determine the success or failure of a local community.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Ways humans depend on the natural environment for their basic needs.</li> </ul> <p><b>For example:</b> food, clothing and shelter.</p>

	<ul style="list-style-type: none"> <li>• Examples of how people modify their environment to meet their needs.</li> </ul> <p><b>For example:</b> build dams, plow and irrigate fields, build houses, schools, shopping centers, etc.</p>
<p>3.G.1.4 Explain how the movement of goods, people and ideas impact the community.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Places are often interconnected through the movement of goods, people and ideas.</li> <li>• Local communities often change as a result of the influx of new ideas and people.</li> <li>• The movement of goods, people and ideas can transform a community.</li> </ul> <p><b>For example:</b> literature, art, music sports, immigration, transportation, import and export of goods, etc.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to define movement.</li> <li>• Ways movement of people, goods and ideas can change a community.</li> </ul> <p><b>For example:</b> When European settlers moved to North America, <a href="#">the introduction of horses</a> impacted the American Indian population throughout western North America.</p> <p><b>For example:</b> Europeans brought with them <a href="#">new ideas about land ownership</a>, which impacted the American Indian population throughout the Americas.</p> <ul style="list-style-type: none"> <li>• When people choose to move, it can have impacts on various communities (immigration, migration, cultural diversity, the environment).</li> <li>• People rely upon products, information and ideas that come from places other than their local community.</li> <li>• People new forms of transportation and communication for moving people, goods and ideas within the local community.</li> <li>• How similarities among Americans are shaped by shared ideas.</li> </ul>



<p>3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions, community, state, nation and world.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Human ideas concerning the characteristics of a region or community often help to describe an area’s particular identity.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Regions</a> are defined by various elements of culture, demographics, economics and geography.</li> <li>• Examples of characteristics of each element that defines a region.</li> </ul> <p><b>For example:</b> landforms define a geographic region, industry defines an economic region, language defines a cultural region, etc.</p>
<p>3.G.1.6 Compare various regions according to their characteristics.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Regions may be distinguished from each other through function, culture, and geography.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A region</a> is a basic unit of geographic study. It is defined as an area that has unifying characteristics.</li> <li>• Different types of features such as physical, political, cultural, urban and rural, etc. characterize regions.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of visual materials and data sources to compare regions.</li> </ul>

## Economics and Financial Literacy

### Essential Standard:

**3.E.1 Understand how the location of regions affects activity in a market economy.**

**Concept(s): Supply and Demand, Location, Resources**

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

3.E.1.1 Explain how location impacts supply and demand.

#### The student will understand:

- Prices may reflect the availability and location of resources.
- Scarcity may dictate the economic choices of individuals.

**For example:** careers, leisure activities, foods, manufactured products, etc.

#### The student will know:

- Examples of scarcity in relation to economic decision making.
- Ways different locations can impact supply and demand of goods and services.
- Examples of the relationship between [supply and demand](#).

#### Key Terminology:

- **Supply and demand** is a major economic concept that, in a market economy, helps to determine the price of goods and services. Supply is the quantities of a good or service that a firm is willing and able to make available for sale at different prices. Demand refers to the quantities of a good or serve that a buyer is willing and able to purchase at different prices. <http://www.investopedia.com/university/economics/economics3.asp#axzz1oHKF21qA>

3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).

#### The student will understand:

- Access to resources often facilitates or weakens economic growth in regions. .
- People’s decisions to locate, develop and make use of natural resources in particular regions will influence economic development.

#### The student will know:

- [Natural resources](#) are substances that exist in the earth and were not made by human beings

	<p>such as oil, water, coal, land, etc.</p> <ul style="list-style-type: none"> <li>• Examples of how different settlements access natural resources.</li> <li>• Examples of settlements that show the connection between resources and economic growth.</li> </ul> <p>For examples: Coastal region – fishing industry, Plains region – beef cattle industry, Mountainous region – snow skiing industry. etc.</p>
<p><b>Essential Standard:</b>  <b>3.E.2 Understand entrepreneurship in a market economy.</b></p> <p><b>Concept(s):</b> Entrepreneurs, Innovation, Opportunity, Resources</p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  What does this standard mean a student will understand, know and be able to do?</p>
<p>3.E.2.1 Explain why people become entrepreneurs.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Innovation and opportunity encourage people to take risks as entrepreneurs.</li> <li>• People may pursue entrepreneurship as a means to ensure economic independence.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• That <a href="#">entrepreneurs</a> are individuals who create a new business providing a product or service with a new idea.</li> <li>• Opportunities and risks are involved in being an entrepreneur.  <b>For example:</b> an opportunity is to own your own business and be the boss.  <b>For example:</b> a risk is to not profit from the business and lose money.</li> <li>• The different reasons people become entrepreneurs are to serve their community, financial security, stable income, or to be their own boss, among others.</li> <li>• Examples of innovations that promote entrepreneurship (e.g., the Internet).</li> </ul>
<p>3.E.2.2 Give examples of entrepreneurship in various regions of our state.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Entrepreneurs often make business decisions based on the needs and desires of consumers in local communities.</li> <li>• The needs of consumers may change from region to region.</li> </ul>

	<ul style="list-style-type: none"> <li>• Entrepreneurs are often limited by access to regional resources.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Examples of entrepreneurs and opportunities for entrepreneurship in different regions of North Carolina.</a></li> </ul> <p><b>For example:</b> Coastal-Tourism, Fishing; Piedmont-Research Triangle, NASCAR; Mountains-Lumber Industry, etc.</p>
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## Civics and Government

### Essential Standard:

**3.C&G.1 Understand the development, structure and function of local government.**

**Concept(s): Government, Citizenship**

### Clarifying Objectives

3.C&G.1.1 Summarize the historical development of local governments.

### Unpacking

What does this standard mean a student will understand, know and be able to do?

#### The student will understand:

- Local governments may develop differently over time.
- Local governments establish rules and laws that all citizens must observe.
- Cities and towns often develop in response to the need for change due to adverse political, economic, or social conditions within a region or nation.

#### The student will know:

- [Local governments are patterned after state and national government](#) for the protection and benefit of the citizens.
- Examples of similar government structures at the state and national levels.
- Multiple ways governments have historically developed.
- Examples of laws that all citizens must follow in local governments.

**For example:** city or county ordinances, property taxes, etc.

<p>3.C&amp;G.1.2 Describe the structure of local government and how it functions to serve citizens.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The pursuit of the safety, satisfaction, and security of citizens often determines the organization and structure of local government.</li> <li>• Governmental organizations are most often made aware of local needs through various forms of citizen participation.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The origins, structure and functions of local government enables participation in the democratic process.</li> </ul> <p><b>For example:</b> Groups and government work together to create a safe environment in the community.</p> <ul style="list-style-type: none"> <li>• Roles of local government.</li> <li>• Positions in local government are either appointed or elected or hired by the citizens.</li> </ul> <p><b>For example:</b> Mayor, city manager, city council members, Police Chief, Fire Dept. Chief, Health &amp; Social Services, etc. and how they serve citizens.</p>
<p>3.C&amp;G.1.3 Understand the three branches of government, with an emphasis on local government.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Local governments often use a system of accountability to ensure shared authority, fairness and equality.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The United States government and state governments are structured around the powers of legislative, executive, and judicial branches.</li> <li>• The <a href="#">United States Constitution</a> establishes the structure of national government.</li> <li>• The <a href="#">North Carolina State Constitution</a> establishes the structure of state government.</li> <li>• The <a href="#">difference and characteristics between the three branches</a>.</li> <li>• The separation of powers between branches of government prevents any one branch of government from having too much power.</li> <li>• The three branches of government provide means for a system of checks and balances of power</li> </ul>

	<p><b>For example:</b> The Executive branch (President) has Veto power</p> <ul style="list-style-type: none"> <li>Local governments may also be structured around the separation of powers between legislative, executive, and judicial branches.</li> </ul> <p><b>For example:</b> A mayor serves as the chief executive of many cities.</p> <ul style="list-style-type: none"> <li>Ways local governments pass laws to make life better and safer for people.</li> <li>Examples of how local governments provide services that citizens use daily.</li> <li>The type of local government in place in a city/town, etc.</li> </ul> <p><b>For example:</b> City Manager, Mayor’s Office, Town Council, County Commissioners, etc.</p> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li><b>Checks and Balances</b>—constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress, the Senate must confirm major executive appointments, and the courts may declare acts of Congress unconstitutional.</li> </ul> <p><a href="http://www.mi.gov/documents/10-02Glossary_48851_7.pdf">http://www.mi.gov/documents/10-02Glossary_48851_7.pdf</a></p>
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<p><b>Essential Standard:</b>  <b>3.C&amp;G.2 Understand how citizens participate in their communities.</b></p> <p><b>Concept(s):</b> Citizenship, Community</p>	
<b>Clarifying Objectives</b>	<b>Unpacking</b> What does this standard mean a student will understand, know and be able to do?
3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>Responsible citizenship often requires citizens to develop skills and knowledge concerning civic practice that are gained through education or life experience.</li> <li>Responsible citizens balance individual rights with personal responsibility.</li> </ul>

	<ul style="list-style-type: none"> <li>• Traditions of civic participation and habits often reflect the values of a community.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Responsible citizens are active in the community and participate in community decisions by showing respect for the rights of others, obeying laws, voting, volunteering, paying taxes, etc.</li> <li>• Ways responsible citizens can contribute to the political and social development of their community by participating in activities and the taking interest in the welfare of the community.</li> <li>• Responsible, informed citizens obey laws and take part in community affairs.</li> <li>• Ways responsible citizens can contribute in a variety of ways to the economic development of their community.</li> <li>• <a href="#">The meaning of the Pledge of Allegiance.</a></li> <li>• <a href="#">The meaning of our National Anthem.</a></li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Citizen-</b> the importance of law, order, and rules with regard to any society or group of individuals. <a href="http://constitution.laws.com/constitution-for-kids">http://constitution.laws.com/constitution-for-kids</a></li> <li>• <b>Citizenship-</b> membership in a political community and carries with it rights to political participation. <a href="http://teacher.scholastic.com/activities/government/civics.htm">http://teacher.scholastic.com/activities/government/civics.htm</a></li> <li>• <b>Community-</b> a group of people living together.</li> </ul>
<p>3.C&amp;G.2.2 Exemplify how citizens contribute to the well-being of the community’s natural environment.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Responsible citizens who consider the well being of their environment can help make positive changes in the community.</li> <li>• Knowledgeable citizens often make choices to help preserve and protect a community’s natural resources.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of how citizens can help prevent pollution through such things as reusing, recycling and conserving.</li> </ul> <p><b>For example:</b> they reuse, recycle and conserve.</p>

	<p><b>For example:</b> working together to solve issues around energy and other resources in the natural environment.</p>
<p>3.C&amp;G.2.3 Apply skills in civic engagement and public discourse (school, community).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Effective civic participation within a community is not limited by constraints of age.</li> <li>• Active participation of all citizens in the government is important to the viability of the democratic process.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Civic engagements</a> through individual and collective action can help identify and address issues of public concern.</li> </ul> <p><b>For example:</b> Community service, political activity, service-learning, activism, media literacy and advocacy are all different types of civic engagement that work together to enhance our society by improving our role as citizens.</p> <p><b>For example:</b> The involvement in events such as elections, debates, writing a letter to an elected official, service learning projects or working in a soup kitchen can address issues of public concern.</p> <ul style="list-style-type: none"> <li>• Public ideas of those who agree and disagree may be communicated through public debate and discussion.</li> <li>• The pursuit of fairness is a fundamental American value.</li> <li>• Responsibility for the common good is a fundamental American value.</li> <li>• Examples of public discourse (e.g., communication of ideas, information through conversation and public talk).</li> </ul> <p><b>For example:</b> sharing ideas and information about concerns/issues at school and in the community through speech and writing.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Model ways in which responsible citizens take part in public debate and discussion (e.g., role play a debate over a civic problem).</li> </ul>



## Culture

### Essential Standard:

3.C.1 Understand how diverse cultures are visible in local and regional communities.

Concept(s): Language, Diversity, Culture, Values and Beliefs

### Clarifying Objectives

### Unpacking

What does this standard mean a student will understand, know and be able to do?

3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.

#### The student will understand:

- Values, beliefs and traditions often determine how people live in local and regional communities.
- A variety of languages and cultural traditions contribute to the cultural diversity of places.
- The diversity of a community may provide positive benefits to people that choose to live within it.

#### The student will know:

- Sharing cultural differences encourages self awareness and respect for others. Not all people speak the same languages, eat the same foods or have the same values and traditions.

**For example:** The [dialects of people](#) in the southern area of the United States are different from those in the northern area, but are still the English language.

- Sharing, cultural empathy and an atmosphere of respect allow people in a community to get along.

3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.

#### The student will understand:

- How people view themselves and their communities can be expressed through art.
- Communities often reflect the creative ideas of the cultures that have settled within them.

#### The student will know:

- Various groups express their beliefs and values through art in the community.

	<ul style="list-style-type: none"> <li>• Examples of cultural expression and media.</li> </ul> <p><b>For example:</b> literature, sports, music, art, drama, storytelling, <a href="#">folktales, stories</a>, etc.</p>
<p>3.C1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The culture of a people may be informed by the beliefs, traditions and values of other cultures.</li> <li>• True stories can be used to explore the beliefs, traditions, values and relationships of various cultures.</li> </ul> <p><b>For example:</b> The early settlers borrowed and shared traditions from indigenous American Indians such as foods, language, crop cultivation, etc.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various <a href="#">examples of non-fiction texts</a> are brochures, magazines, historical narratives, etc.</li> <li>• How <a href="#">non-fiction texts explore elements of various cultures</a>.</li> </ul> <p><b>For example:</b> food, clothing, shelter, recreation, language, education, stories, art, etc.</p> <ul style="list-style-type: none"> <li>• How to use texts to find information</li> </ul>

## APPENDIX A: KEY TERMINOLOGY

### History:

- **Primary sources-** any document or artifacts that is direct evidence of historical events including clothing, furniture, homes, recordings, documents and photographs.
- **Primary source documents-** original documents that help us learn about past people or events (e.g., letters, diaries, maps, drawings, laws, statutes, etc.).
- **Secondary sources-** pertain to those sources that historians use to interpret and reconstruct the past that are the interpretations of events and developments that are not first-hand observations.
- **Multiple Perspectives,** in historical analysis and interpretation, entails viewing history through the lens of many different viewpoints, representations and roles in order to create the most accurate historical narrative that encompasses differing and sometimes heterogeneous points of view.

### Economics and Financial Literacy:

- **Supply and demand** is a major economic concept that, in a market economy, helps to determine the price of goods and services. Supply is the quantities of a good or service that a firm is willing and able to make available for sale at different prices. Demand refers to the quantities of a good or serve that a buyer is willing and able to purchase at different prices.
- **Market economy-** an economy that relies chiefly on market forces to allocate goods and resources and to determine prices.

### Civics and Government:

- **Checks and Balances-**constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress, the Senate

must confirm major executive appointments, and the courts may declare acts of Congress unconstitutional.

- **Citizen-** the importance of law, order, and rules with regard to any society or group of individuals
- **Citizenship-** membership in a political community and carries with it rights to political participation.
- **Community-**a group of people living together.