



Social Studies

Grade 3

<NCDPI State Course Code> *(if applicable)*

NORTH CAROLINA STANDARDS for Social Studies

In third grade students will focus on “Our Community and State.” Third graders will learn, through the six strands of social studies, the interactions between individuals and groups that develop local and state communities. They will study people and events significant to local regions, as well as the symbols, monuments, statues, etc. that represent our communities and our state. Students will compare regions and understand how the location of regions, as well as resources found within those regions, both define local communities and help shape their development and growth. Third graders will also understand the importance of the role that local businesses and entrepreneurs play within the local and state economy, as well as the role and responsibilities of local and state government. Finally, students will understand how the interactions between various cultural groups shape local and state communities through aspects such as food, traditions, artistic expression and more.

In K-2, students are learning about their place within the world and our America. In third grade, we narrow the focus to what exists around them and how they play a role in their community each and every day. The intent of this course is that students will complete the third grade understanding that there are many factors that contribute to the development of local communities and regions, and identify a citizens role within their community and state

These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public school unit (LEA) or school. The standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for the third grade course, *Our Community and State*. The standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry.

Provided in this Draft:

This draft will provide you with the standard(s) for a strand, the objectives for teaching and learning, and two support columns that list possible content and activities that can be used to teach the objective. The content examples and sample activities provided will help the reader better understand the intent of the objective, types of content that can be used to teach an objective, and ideas of activities that help teachers assess student learning.

The content examples and sample activities to assess learning provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample activities to assess learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student’s ability to make connections across other disciplines and in the real world
- Recommendations, but teachers should use their professional discretion in determining central content and methods to assess learning.

The content and activity examples provided with each objective are:

- **Not** meant to be an exhaustive list
 - **Not** meant to be content that has to be taught all at once
 - **Not** a checklist for basic recall or memorization
 - **Not** a checklist for assessment for each objective
 - **Not** intended to reflect summative assessment items
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Note about the *Inquiry Strand*: The K-12 Social Studies standards are organized by strand. There are five disciplinary strands and one skill based strand designed to focus on *inquiry*. Although the standards and objectives of the strands are intended to be taught in an interdisciplinary manner, the *Inquiry strand appears* first in each standards document as they represent skills that should be applied to the teaching of the objectives and content of the course. The content strands are arranged alphabetically, and each represents a different disciplinary lens of social studies through which instructional lessons and experiences should be planned.

BS - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History, I-Inquiry

| Inquiry | |
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| Category | Indicator |
| Compelling Questions | <ul style="list-style-type: none">● Identify content required to provide an answer to compelling questions● Construct compelling questions that promote inquiry with peers. |
| Supporting Questions | <ul style="list-style-type: none">● Understand how responses to supporting questions provide responses to compelling questions.● Construct and respond to supporting questions that help answer compelling questions with peers. |
| Gathering and Evaluating Sources | <ul style="list-style-type: none">● Understand academic and domain-specific words in sources to create responses to compelling questions.● Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection. |
| Developing Claims and Using Evidence | <ul style="list-style-type: none">● Construct claims in response to compelling and supporting questions.● Accurately use information from sources when making claims.● Make inferences from information in sources. |
| Communicating Ideas | <ul style="list-style-type: none">● Construct responses to compelling questions with specific claims and information from teacher-provided sources. |
| Taking Informed Action | <ul style="list-style-type: none">● Identify ways to address problems related to the compelling question. |

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| Behavioral Sciences | | | |
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| Standard | Objectives | Content Examples | Sample Activities to Assess Learning |
| 3.B.1 Understand how values and beliefs of individuals and groups influence communities. | 3.B.1.1- Explain how the values and beliefs of diverse cultures contribute to the development of local communities. | <ul style="list-style-type: none">● Religions in a community● Ethnicities in a community● Traditions and celebrations of groups● Languages and Dialects● Indigenous cultures● Family practices and traditions | <p>Students will research different cultural groups in their local town and community. Based on their research, students will identify festivals, local events, and places in the community that are a result of the cultures within the community.</p> <p>Students will choose a religious building, street name, cultural celebration or festival, etc. to research and work with a partner to develop a presentation to show how the selection incorporates the values and beliefs within the local community.</p> |
| | 3.B.1.2 Summarize ways in which cultural characteristics (languages, food, traditions, artistic expression, etc.) are borrowed and shared within communities. | <ul style="list-style-type: none">● Food● Traditions● Art● Religion● Music/Dance● Festivals/Fairs● Native American tribal traditions/celebrations | <p>Students will create an informational text (written or visual) in which they show the cultural influences in their local community and where they came from.</p> |

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| Civics and Government | | | |
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| Standard | Objectives | Content Examples | Sample Activities to Assess Learning |
| 3.C&G.1 Understand the structure and function of state and local government. | 3.C&G.1.1- Compare the structure and function of both state and local government. | <ul style="list-style-type: none"> • Compare levels of government with branches of government • Various functions of local government (property taxes, local boards of education, public utilities, local health ordinances, public transportation, etc.) • Various functions of state government (Collect taxes, organize disaster relief, education, roads, security, transportation, budget) | <p>Students can follow the process of how a law is carried out at both the state and local levels and make a Venn diagram comparing the each.</p> <p>Students will create a script for a tv show that teaches kids about the structure of government and how it serves the community around them.</p> |
| | 3.C&G.1.2- Classify the roles and responsibilities of leaders in state and local government. | <ul style="list-style-type: none"> • Mayor • City Council • Judges • Governor • County Commissioners • School Boards • Town Manager | Students will create a multi-column chart that identifies the different roles in local government and also lists the responsibilities of those roles in each column. |
| | 3.C&G.1.3- Explain how the structure of state and local government provides a means | <ul style="list-style-type: none"> • Petitions • Electing officials • Protests | Students brainstorm needs/wants within their community and write letters to |

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| | for people to address and solve problems within communities. | <ul style="list-style-type: none"> ● Serving on a jury ● Writing to elected officials | the correct branch that can help them solve that problem. |
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| Economics | | | |
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| Standard | Objectives | Content Examples | Sample Activities to Assess Learning |
| 3.E.1 Understand how economic decisions and resources affect the local economy. | 3.E.1.1- Explain how entrepreneurship develops local communities. | <ul style="list-style-type: none"> ● Fishing Industry ● Tourism ● Furniture Industry ● Textile Mills ● Agriculture ● RTP ● RDU ● Tobacco ● Small Businesses ● Texas Pete ● Pepsi ● Bojangles ● Krispy Kreme ● Mount Olive Pickles ● Cheerwine ● NASCAR ● Cookout Restaurant | <p>Students can interview a local entrepreneur and create a presentation on how that entrepreneur’s decisions affect the local community.</p> <p>Given a list of 5 local or state businesses students will list 5 examples of how each business has contributed to the local community.</p> |
| | 3.E.1.2- Explain how the natural resources of a region impact the production and consumption of goods in the local community. | <ul style="list-style-type: none"> ● Fishing Industry ● Tourism ● Furniture Industry ● Textile Mills ● Agriculture ● Skiing | Students will research the available natural resources in their area and come up with potential products or services they can make using those resources. Conversely, students |

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| | | <ul style="list-style-type: none"> ● Mining (gem, gold, silver) ● Jewelry ● Lumber | <p>can also come up with a product / service they want to create and see how much of their new business can be accomplished using only local resources.</p> |
| | <p>3.E.1.3- Summarize the role supply and demand plays in the local economy.</p> | <ul style="list-style-type: none"> ● Supply ● Demand ● Scarcity | <p>Define the terms supply and demand.</p> <p>Tell what happens when demand exceeds supply.</p> <p>Tell what happens when supply exceeds demand.</p> <p>Students will describe how supply and demand affect price and availability of goods and services.</p> |
| | <p>3.E.1.4- Explain how supply and demand affects choices people make (e.g., purchases of clothing, cars, toys, food, etc.).</p> | <ul style="list-style-type: none"> ● Trade-offs ● Bargain shopping ● Choice ● Resources | <p>Students will read about local examples of responding to demand or the way a community handled a “supply” issue or abundance. After reading, students will be able to create a cause and effect chart that illustrates how supply and demand can affect the decisions made by a community.</p> <p>Students will be given several scenarios describing different issues in which people make</p> |

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| | | | purchases based on different factors. Students will have to decide if the scenario is an issue of supply or if it is an issue of demand. |
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| Geography | | | |
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| Standard | Objectives | Content Examples | Sample Activities to Assess Learning |
| 3.G.1 Understand how geography impacts development of regions and communities. | 3.G.1.1- Explain how the absolute and relative location of places impacts the development of communities. | <ul style="list-style-type: none"> • Location of communities within the state (e.g. rural communities next to larger urban areas) • Access to goods and services based on relative and absolute location | Students will use a map to locate the absolute and relative locations of schools, churches, stores, goods, natural resources, and activities that are in or close to their community and how far they might have to travel to access certain things. |
| | 3.G.1.2- Explain how climate and physical features affect the ways in which people live in a place or region. | <ul style="list-style-type: none"> • Climate of various regions of NC (Mountains, Coastal Plains, Piedmont) • Regions of the state of NC • Different clothing/footwear for different locales • Eastern agriculture | Students will research the physical features and climate of their local region and create a tourist brochure that encourages people to move to their community. |

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| | | <ul style="list-style-type: none"> • Types of housing in various regions (beach, mountain, swamp areas) • Different activities based on areas of the state (beaches, mountains, professional sports) | |
| | 3.G.1.3- Determine how the movement of goods, people, and ideas is impacted by the geography of a place or region. | <ul style="list-style-type: none"> • Immigration • Migration • Poultry and Pork industries • Seasonal agricultural work • Seasonal tourism work • Location of Colleges and Universities • Weather events (i.e. hurricanes) | Students can study population changes in their community, patterns of immigration, an introduction of a certain type of good or product, or how a new idea influenced/changed the community. |

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| History | | | |
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| Standard | Objectives | Content Examples | Sample Activities to Assess Learning |
| 3.H.1 Understand how various people and historical events have shaped state and local communities. | 3.H.1.1- Determine the impact various historical figures have had on state and local communities. | <ul style="list-style-type: none"> • Sir Walter Raleigh, • William Tyron, • Sarah Blalock, • Charles Spaulding, • Charlotte Hawkins Brown • Andy Griffith | Students research important local historical figures, embodying these figures in a “wax museum” activity. Students will write a short description for each figure that explains the contributions of |

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| | | <ul style="list-style-type: none"> ● Chang and Eng Bunker ● Nathaniel Greene ● Marquis de Lafayette ● Conrad Reed ● Ella Baker ● Also consider studying regional historical figures if local figures are not prominent | each person to the local and state history. |
| | 3.H.1.2- Determine the lasting impact historical events have had on state and local communities. | <ul style="list-style-type: none"> ● The Great Wagon Road (1730-1770) ● The Mecklenburg Resolves (American Revolution) ● The Enfield Riots (American Revolution) ● Edenton Tea Party (American Revolution) ● Carolina Gold Rush (1799) ● Battle of Kings Mountain (Civil War) ● Battle of Bentonville (Civil War) ● Fort Fisher (Civil War) ● Industrial Revolution ● Greensboro Sit-ins | <p>After studying important historical events, students will create a timeline with blurbs about how these events impacted their local community and region.</p> <p>Students will generate a timeline showing several local historical events that have occurred in their community and/or region over time, with explanations of each event described.</p> |
| | 3.H.1.3 Summarize how monuments and memorials represent historical events and people that are valued by a community. | <ul style="list-style-type: none"> ● Statues ● Street Names ● Building Names ● Roadside Markers ● Monuments ● School Names | <p>Students will create a map of specific NC monuments, attributing these monuments to the historical events / people they serve to memorialize.</p> <p>Students will create tweets with</p> |

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| | | | <p>less than 280 characters that summarizes how the monuments represent values by a community.</p> <p>Students will research important North Carolina monuments and create a “magazine” highlighting important buildings, statues, monuments and places within our state.</p> |
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