



Diocese of Greensburg Curriculum Social Studies Grade 3

| Unit | Standards | Content | Skills |
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| <p>Living in Communities</p> | <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>"Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people;</p> <p>How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living;</p> <p>How culture may change in response to changing needs and concerns;</p> <p>How individuals learn the elements of their culture through interactions with other members of the culture group;</p> <p>How peoples from different cultures develop different values and ways of interpreting experience;</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions related to culture in the contexts of school, community, state, and region;</p> <p>Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns;</p> <p>Give examples of how information and experiences may be interpreted differently by people from different cultural groups;</p> <p>Describe the value of both cultural unity and diversity within and across groups;</p> | <p><u>Communities</u></p> <ul style="list-style-type: none"> • Cultures contain different ethnic groups • Customs of different communities • Meeting the needs of members of community • How land forms influence community • Caring for natural resources • Types of Communities (Rural, Suburban, Urban) <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Compassion • Justice • Respect For Life • Simplicity | <p>The students will be able to:</p> <ul style="list-style-type: none"> • Identify and analyze ways communities are alike and different. • Describe the characteristics of a community. • Compare and contrast the features of different communities (rural, suburban, and urban) • Examine how communities are founded. • Compare and contrast customs and cultures in communities. • Discuss the role of citizens within a community and culture. • Appreciate the diverse cultures and customs that may make up a community. • Evaluate the important needs of a community • Propose ways people protect their environment • Recognize and empathize with the needs of all members of a community • Describe a community by its physical features. • Examine how climate, physical features and human made features may affect a community. • Compare and contrast living and non-living resources. |

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| | <p>Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups.</p> <p>Products Learners demonstrate understanding by</p> <p>Presenting a "compare and contrast" chart demonstrating the similarities and differences between two or more cultural groups in given categories (such as food, shelter, language, religion, arts, or beliefs);</p> <p>Role-playing ways in which cultural differences between two or more groups can cause conflict, or can contribute to solving problems.</p> <p>TIME, CONTINUITY, AND CHANGE Knowledge Learners will understand</p> <p>The study of the past is the story of communities, nations, and the world;</p> <p>That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts;</p> <p>POWER, AUTHORITY, AND GOVERNANCE Knowledge Learners will understand</p> <p>Rules and laws can serve to support order and protect individual rights;</p> <p>Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state;</p> <p>Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity;</p> <p>SCIENCE, TECHNOLOGY, AND SOCIETY</p> | | <ul style="list-style-type: none"> • Understand the importance of renewable and non-renewable resources. • Recognize factors that influence human settlement and how humans adapt to their environment. • Explain how natural disasters can change an environment. • Explore how to preserve the environment of oceans. • List positive and negative ways in which people modify their environment. • Brainstorm how citizens can work together in order to care for their environment. • List ways that landforms and resources influence the development of a community. |

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| | <p>Knowledge Learners will understand</p> <p>Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks;</p> <p>How society often turns to science and technology to solve problems;</p> <p>That media and technology are a part of every aspect of our lives;</p> <p>The ways in which scientific findings and various forms of technology influence our daily lives;</p> <p>That science often leads to new technology in areas such as communication and transportation, and results in change over time;</p> <p>That science and technology can have both positive and negative impacts on individuals, society, and the globe.</p> <p>GLOBAL CONNECTIONS</p> <p>Processes Learners will be able to</p> <p>Identify examples of global connections in their community, state, or region;</p> <p>CIVIC IDEALS AND PRACTICES</p> <p>Knowledge Learners will understand</p> <p>Participating in civic discussion and action about a school or community issue;</p> | | |
| <p>Map Skills</p> | <p>PA: Geography 2009 PA: Grade 3 <hr/> Geography 7.1. Basic Geographic Literacy</p> | <p>Exploring Maps</p> <ul style="list-style-type: none"> Interpreting map symbols | <p>Students will be able to</p> <ul style="list-style-type: none"> Identify the purpose of an atlas. |

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| | <p>7.1.3.A. Identify how basic geographic tools are used to organize and interpret information about people, places and environment.</p> <p>7.1.3.B. Identify and locate places and regions as defined by physical and human features.</p> <p>7.2. Physical Characteristics of Places and Regions</p> <p>7.2.3.A. Identify the physical characteristics of places and regions</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p> | <ul style="list-style-type: none"> • Different types of maps • Where people and places are located • Locating the continents on a globe • Longitude and latitude lines • Location of equator and prime meridian • A map key identifies features on a map • A compass rose is used to identify direction <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Justice • Peace • Respect For Life • Simplicity • Truth | <ul style="list-style-type: none"> • Recognize a community's location according to city, state, country, continent and hemispheres. • Locate continents and major oceans. • Compare and contrast a map and globe. • Interpret a map to locate places using the map key, distance scale, compass rose, cardinal and intermediate directions. • Calculate the distance from one location to another on a map. • Identify the cardinal and intermediate directions and use them to locate areas. • Use a map key to identify areas on a map. • Locate the 7 continents and 4 oceans on a globe. • Locate the equator and prime meridian and identify the hemispheres. • Use grids to locate areas on a map. • Create maps of communities and states. |
| <p>Communities and Their Histories</p> | <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>TIME, CONTINUITY, AND CHANGE</p> <p>Knowledge Learners will understand</p> <p>The study of the past is the story of communities, nations, and the world;</p> <p>Key concepts such as: past, present, future, similarity, difference, and change;</p> | <p><u>People</u></p> <ul style="list-style-type: none"> • Native Americans • Pilgrims • Immigrants • Historical Figures • Pioneers <p><u>Gospel Values</u></p> | <p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize PA Native American Culture and Communities • Analyze reasons for immigration. • Identify important historical figures • Understand the significance of the pioneer. |

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| | <p>That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts;</p> <p>Key people, events, and places associated with the history of the community, nation, and world.</p> <p>Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world;</p> <p>That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold;</p> <p>That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future;</p> <p>Processes Learners will be able to</p> <p>Ask and find answers to questions related to the past in school, community, state and regional contexts;</p> <p>Use a variety of sources to learn about the past;</p> <p>Identify examples of both continuity and change, as depicted in stories, photographs, and documents;</p> <p>Describe examples of cause-effect relationships;</p> <p>Compare and contrast differing stories or accounts about past events, people, places, or situations, and offer possible reasons for the differences;</p> <p>Describe how people in the past lived, and research their values and beliefs</p> <p>Use sources to learn about the past in order to inform decisions about actions on issues of importance today;</p> <p>Use historical methods of inquiry and literacy skills to research and present findings</p> | <ul style="list-style-type: none"> • Community • Compassion • Faith in God • Peace • Truth | <ul style="list-style-type: none"> • Interpret a time line to show when important events happened in a place. • Explain how people have contributed to the growth and change of communities in the U.S. • Compare and contrast inventions that have changed communication, transportation, and daily living. • Appreciate and gain a respect for various people and their cultures. • Understand the reasons for European immigration to North America. • Describe the interactions between Native Americans and European settlers. • Trace our country's history from the original colonies • Understand the cause and effect of historical events |

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| | <p>Products Learners demonstrate understanding by</p> <p>Drawing illustrations to show their interpretation of multiple accounts of the same event and offering ideas about why the accounts differ;</p> <p>Using artifacts in discussions and reports to offer explanations about life in the past;</p> <p>Enacting role-plays in which past events and experiences are reconstructed;</p> <p>Constructing timelines that indicate an understanding of a sequence of events;</p> <p>Writing stories and descriptions about life in the past.</p> <p>PEOPLE, PLACES, AND ENVIRONMENTS Knowledge Learners will understand</p> <p>The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings;</p> | | |
| <p>Citizens and Government</p> | <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>INDIVIDUAL DEVELOPMENT AND IDENTITY Knowledge Learners will understand</p> <p>The study of individual development and identity helps us know who we are and how we change;</p> <p>Concepts such as, growth, change, learning, self, family, and groups;</p> <p>Individuals have characteristics that are both distinct from and similar to those of others;</p> | <p><u>Citizens Rights and Responsibilities</u></p> <ul style="list-style-type: none"> • Voting and the Electoral Process • Functions of the government • Differences among the Local, State, and Federal government • Basic Services to communities • Process of making and enforcing laws • Purpose of taxes | <p>The students will be able to:</p> <ul style="list-style-type: none"> • Recognize the significance of civil responsibilities. • Identify and explain the voting process. • Identify political leaders both past and present. • Explain the basic services provided by local government. • Identify the basic structure of local government. • Evaluate the partnership between various types of communities. |

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| | <p>Individuals bring specific abilities, interests, and talents in working with others to make decisions and solve problems;</p> <p>Individuals change over time;</p> <p>Physical, intellectual, and emotional growth affect individual identity, growth, and interactions with others;</p> <p>People's interactions with their social and physical surroundings influence individual identity and growth;</p> <p>Individual choices are influenced by personal and social factors.</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand</p> <p>This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;</p> <p>Concepts such as: community, culture, role, competition, cooperation, rules, and norms;</p> <p>Characteristics that distinguish individuals;</p> <p>That individuals, groups, and institutions share common elements and also have unique characteristics;</p> <p>The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives;</p> <p>How the rules and norms of groups to which they belong impact their lives.</p> <p>POWER, AUTHORITY, AND GOVERNANCE Knowledge Learners will understand</p> <p>The basic elements of government in the United States: executive, legislative, and judicial authority;</p> <p>The ways in which governments meet the needs and wants of citizens.</p> | <ul style="list-style-type: none"> • Interdependence of communities <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Justice • Peace • Respect For Life • Service • Truth | <ul style="list-style-type: none"> • Summarize the basic rights and responsibilities of U.S. citizens. • Recognize the significance of the United States' historical national documents. • Understand the steps involved in thoughtful decision-making. • Compare and contrast local, state, and national governments. • Recognize different countries govern in different ways. |

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| | <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>Knowledge Learners will understand</p> <p>The goods and services produced in the market and those produced by the government.</p> <p>CIVIC IDEALS AND PRACTICES</p> <p>Processes Learners will be able to</p> <p>Identify and exercise the rights and responsibilities of citizens;</p> <p>Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals;</p> <p>Examine the influence of citizens and officials on policy decisions.</p> | | |
| <p>Economics of Communities</p> | <p>PA: Economics 2009 PA: Grade 3</p> <hr/> <p>6.1 Scarcity and Choice</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.1.3.A. Define scarcity and identify examples of resources, wants, and needs.</p> <p>6.1.3.B. Identify needs and wants of people. Identify examples of natural, human, and capital resources.</p> <p>6.1.3.C. Explain what is given up when making a choice.</p> <p>6.1.3.D. Identify reasons why people make a choice.</p> <p>6.2 Markets and Economic Systems</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his</p> | <p><u>Goods and Services</u></p> <ul style="list-style-type: none"> • Importance and relationship of jobs and money • Effect of manufacturing • Effect of technology in a community <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Respect For Life • Service | <p>The students will be able to :</p> <ul style="list-style-type: none"> • Explain how needs are met within a community. • Analyze why certain products are produced in specific locations. • Differentiate between goods and services and the impact on community. • Understand the correlation between jobs and money. • Recognize the significance of natural resources as they relate to economy. • Evaluate how technology affects the economy of a community. • Demonstrate how countries depend on each other economically. • Assess the value of services in daily life. |

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| | <p>or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.2.3.A. Identify goods, services, consumers, and producers in the local community.</p> <p>6.2.3.B. Identify competing sellers in the local market.</p> <p>6.2.3.C. Identify types of advertising designed to influence personal choice.</p> <p>6.2.3.D. Demonstrate the importance of money in everyday life.</p> <p>6.2.3.E. Describe the effect of local businesses opening and closing.</p> <p>6.2.3.F. Identify private economic institutions.</p> <p>6.2.3.G. Identify characteristics of the local economy.</p> <p>6.3 Functions of Government Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.3.3.A. Identify goods and services provided by the government.</p> <p>6.3.3.B. Identify examples of government involvement in local economic activities.</p> <p>6.3.3.C. Define tax and explain the relationship between taxation and government services.</p> <p>6.3.3.D. Describe how government is important to the economic system.</p> <p>6.4 Economic Interdependence Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.4.3.A. Identify local examples of specialization and division of labor.</p> | | <ul style="list-style-type: none"> • Explain why countries import and export goods. |

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| | <p>6.4.3.B. Identify examples of trade, imports, and exports in the local community.</p> <p>6.4.3.C. Identify different organizations that are part of the economic system (banks, small businesses, big corporations).</p> <p>6.4.3.D. Describe how buyers make choices about their wants and needs through purchases.</p> <p>6.5 Income, Profit, and Wealth Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>6.5.3.A. Explain why people work.</p> <p>6.5.3.B. Explain the differences in earnings by those in different jobs.</p> <p>6.5.3.C. Describe how different businesses meet the needs and wants of families.</p> <p>6.5.3.D. Describe the result of spending savings.</p> <p>6.5.3.E. Identify tangible and intangible assets.</p> <p>6.5.3.F. Define entrepreneurship.</p> <p>6.5.3.G. Define saving and explain why people save.</p> <p>6.5.3.H. Identify the role of banks in our local community.</p> <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>CULTURE Knowledge Learners will understand</p> <p>How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living;</p> <p>INDIVIDUALS, GROUPS, AND INSTITUTIONS Knowledge Learners will understand</p> | | |

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| | <p>The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives;</p> <p>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</p> <p>Knowledge Learners will understand</p> <p>How people and communities deal with scarcity of resources;</p> <p>The difference between needs and wants;</p> <p>What people and communities gain and give up when they make a decision;</p> <p>How economic incentives affect people's behavior;</p> <p>The characteristics and functions of money and its uses;</p> <p>Various organizations that help people achieve their individual economic goals (banks, businesses, labor unions);</p> <p>The characteristics of a market economy;</p> <p>The goods and services produced in the market and those produced by the government.</p> <p>GLOBAL CONNECTIONS</p> <p>Knowledge Learners will understand</p> <p>Global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel);</p> <p>Global connections affect daily life for individuals and those around them;</p> <p>Some global issues have persisted over time while others are more contemporary or emerging (e.g., technology enabling rapid communication across the earth);</p> | | |

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| | <p>All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections;</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p> | | |
| <p>Current Events</p> | <p>NCSS: Social Studies 2010 NCSS: Elementary</p> <hr/> <p>TIME, CONTINUITY, AND CHANGE Products Learners demonstrate understanding by</p> <p>Drawing illustrations to show their interpretation of multiple accounts of the same event and offering ideas about why the accounts differ;</p> <p>GLOBAL CONNECTIONS Products Learners demonstrate understanding by</p> <p>Participating in a regular exchange of information between their class and a class in another nation about cultural practices, events, and materials;</p> | <p><u>Local and Current Events</u></p> <ul style="list-style-type: none"> • Relevancy of current events • Constitution Day • Important historical events • Celebration of national holidays <p><u>Gospel Values</u></p> <ul style="list-style-type: none"> • Community • Justice • Peace • Respect for Life • Service • Truth | <p>The students will be able:</p> <ul style="list-style-type: none"> • Analyze current events and the impact of each on communities • Use periodicals (Time for Kids, Scholastic News, Social Studies Weekly) • Use nonfiction text • Understand the significance of current events |

