

**RIDGECROFT SCHOOL
GRADE 3 SOCIAL STUDIES**

PACING GUIDE

TOPICS/CONCEPTS	TIME	CURRICULUM OBJECTIVES	RESOURCE: Social Studies (Harcourt) ADDITIONAL RESOURCE: Financial Literacy (DPI)
FIRST GRADING PERIOD	30 Days		
CITIZENS AND GOVERNMENT		1.01-1.06	TEXTBOOK Unit 1
SECOND GRADING PERIOD	30 Days		
OUR DIFFERENT ROLES		2.01-2.03	TEXTBOOK Unit 2
THIRD GRADING PERIOD	30 Days		
PEOPLE AND COMMUNITIES OVER TIME		3.01-3.03	TEXTBOOK Unit 3
FOURTH GRADING PERIOD	30 Days		
OUR GEOGRAPHY		4.01-4.04	TEXTBOOK Unit 4
FIFTH GRADING PERIOD	30 Days		
PEOPLE AND ECONOMICS		5.01-5.07	TEXTBOOK Unit 5
SIXTH GRADING PERIOD	30 Days		
PEOPLE AND TECHNOLOGY PEOPLE SHAPE COMMUNITIES		6.01-6.03 7.01-7.03	TEXTBOOK Unit 6 Unit 7

8-5-08

NC STANDARD COURSE OF STUDY Effective 2008-2009

CITIZENSHIP: PEOPLE MAKING A DIFFERENCE

The third grade study is designed to expand the students' concept of "leaders" in relationship to their communities. Students study people of diverse groups, their cultures, religions, traditions, and contributions to the community. Students compare aspects of familiar communities with those of other cultures and other times. They are introduced to problems that "leaders" and communities confront and how conflicts are resolved.

Third graders discover how literature is integrated in the social studies discipline by reading about local, state, national, and global leaders (fictional and non-fictional). They investigate the contributions that these individuals have made to society. Students make connections between deeds leaders perform and the character traits each hero possesses such as courage, self-discipline, perseverance, integrity, respect, responsibility, kindness, and good judgment.

Strands: Individual Development and Identity, Cultures and Diversity, Historical Perspectives, Geographic Relationships, Economics and Development, Global Connections, Technological Influences, Government and Active Citizenship

COMPETENCY GOAL 1: THE LEARNER WILL CHARACTERIZE QUALITIES OF GOOD CITIZENSHIP BY IDENTIFYING PEOPLE WHO MADE A DIFFERENCE IN THE COMMUNITY AND OTHER SOCIAL ENVIRONMENTS.

1.01 Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.

1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.

1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.

1.04 Explain the need for leaders in communities and describe their roles and responsibilities.

- 1.05 Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.
1.06 Identify selected personalities associated with major holidays and cultural celebrations.

COMPETENCY GOAL 2: THE LEARNER WILL ANALYZE THE MULTIPLE ROLES THAT INDIVIDUALS PERFORM IN FAMILIES, WORKPLACES, AND COMMUNITIES.

- 2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.
2.02 Analyze similarities and differences among families in different times and in different places.
2.03 Describe similarities and differences among communities in different times and in different places.

COMPETENCY GOAL 3: THE LEARNER WILL EXAMINE HOW INDIVIDUALS CAN INITIATE CHANGE IN FAMILIES, NEIGHBORHOODS, AND COMMUNITIES.

- 3.01 Analyze changes, which have occurred in communities past and present.
3.02 Describe how individuals, events, and ideas change over time.
3.03 Compare and contrast the family structure and the roles of its members over time.

COMPETENCY GOAL 4: THE LEARNER WILL EXPLAIN GEOGRAPHIC CONCEPTS AND THE RELATIONSHIP BETWEEN PEOPLE AND GEOGRAPHY IN REAL LIFE SITUATIONS.

- 4.01 Distinguish between various types of maps and globes.
4.02 Use appropriate source maps to locate communities.
4.03 Use geographic terminology to describe and explain variations in the physical environment as communities.
4.04 Compare how people in different communities adapt to or modify the physical environment to meet their needs.

COMPETENCY GOAL 5: THE LEARNER WILL APPLY BASIC ECONOMIC PRINCIPLES TO THE STUDY OF COMMUNITIES.

- 5.01 Define and identify examples of scarcity.
5.02 Explain the impact of scarcity on the production, distribution, and consumption of goods and services.
5.03 Apply concepts of specialization and division of labor to the local community.
5.04 Compare and contrast the division of labor in local and global communities.
5.05 Distinguish and analyze the economic resources within communities.
5.06 Recognize and explain reasons for economic interdependence of communities.
5.07 Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions.

COMPETENCY GOAL 6: THE LEARNER WILL RECOGNIZE HOW TECHNOLOGY IS USED AT HOME, SCHOOL, AND IN THE COMMUNITY.

- 6.01 Describe and assess ways in which technology is used in a community's economy.
6.02 Identify and describe contributions made by community leaders in technology.
6.03 Identify the impact of technological change on communities around the world.

COMPETENCY GOAL 7: THE LEARNER WILL ANALYZE THE ROLE OF REAL AND FICTIONAL HEROES IN SHAPING THE CULTURE OF COMMUNITIES.

- 7.01 Identify the deeds of local and global leaders.
7.02 Assess the heroic deeds of characters from folktales and legends.
7.03 Explore the role of selected fictional characters in creating new communities.