



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to help North Carolina educators teach the Essential Standards (Standard Course of Study). NCDPI staff are continually updating and improving these 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?

Descriptions of what each standard means a student will know, understand and be able to do. 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 know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators.

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 unpacking can be improved and made ever more useful. Please send feedback to us at feedback@dpi.state.nc.us and we will use your input to refine our unpacking of the standards. Thank You!

Just want the standards alone?

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

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

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.

The student will know:

- Europeans and other settlers came to North America.
- Colonists developed rules for government.

Note: (Noteworthy events may include: The Revolutionary War, the advent of slavery, the Civil War, the Industrial Period, the Civil Rights Movements, World Wars, 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:

- Diverse historical people influence local communities and regions over time.

The student will know:

- Diverse historical figures have made contributions to various communities and regions.

For example: contributions may include scientific, artistic, literary, industrial, etc.

3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.

The student will understand:

- Communities and regions are often developed due to necessity for survival and to preserve values and traditions.

The student will know:

- How natural resources affect the location of development.

For example: bodies of water, mountains, etc.

- Development and traditions of various groups in local communities and regions affect the economic development and the cultural make-up of a community.
- Technological innovations have impacted local communities and regions.
- How people adapt and modify the environment when developing local communities and regions.
- How human and environmental features affect development.

For example: bodies of water, mountains, etc.

History

Essential Standard:

3.H.2 Use historical thinking skills to understand the context of events, people and places.

Concept(s) Change

Clarifying Objectives

3.H.2.1 Explain change over time through historical narratives (events, people and places).

Unpacking

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

The student will understand:

- People, events and places impact history over time.

The student will know:

- How to define historical narratives.

For example: biographies, autobiographies, historical essays, 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 answer questions about historical events.

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 an understanding of what happened in the past.

The student will know:

- How perspectives shape history.
- Historical narratives provide multiples perspectives of history.
- Historical sources including artifacts, pictures and documents offer evidence of what happened in the past.
- There is more than one perspective of any historical event.
- Perspectives

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:

- Places are often located by absolute and relative positions.

The student will know:

- Absolute and relative locations are two ways of describing the positions and distribution of people and places on the earth's surface.
- The difference between absolute and relative locations.
- **For example:** Find absolute locations of places such as home address, school address, etc.
- **For example:** Find relative locations of significant places in the local community and region, such as where the school is located in relation to the fire department.
- How to distinguish between a map and a globe.
- 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.

	<p>The student will be able to do:</p> <ul style="list-style-type: none"> • Find absolute (e.g., definitive vicinity) and relative (e.g., approximate vicinity) locations of places on a map, globe, etc. within the local community and region. • Construct maps of the local community that contain symbols, labels and legends denoting absolute and relative locations.
<p>3.G.1.2 Compare the human and physical characteristics of places.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Places form and change as a result of human and physical characteristics. <p>The student will know:</p> <ul style="list-style-type: none"> • Human characteristics of a place come from human beliefs and actions. <p>For example: bridges, houses, parks, population, language, religion, architecture, land use, density of population, language patterns, religion, etc.</p> <ul style="list-style-type: none"> • Physical characteristics of a place make up its natural environment. <p>For example: landforms, bodies of water, climate, soils, natural vegetation, animal life, etc.</p> <ul style="list-style-type: none"> • How to compare the human and physical characteristics of the local community with those of another community. • The process of observing, exploring and comparing human and physical characteristics of places.
<p>3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Humans will interact with their environment in order to meet their needs. <p>The student will know:</p> <ul style="list-style-type: none"> • Humans depend on the natural environment for their basic needs. <p>For example: food, clothing and shelter.</p>

	<ul style="list-style-type: none"> • People modify their environment to meet their needs. <p>For example: 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>The student will understand:</p> <ul style="list-style-type: none"> • Places are often connected with one another through movement of goods, people and ideas. <p>For example: immigration, transportation, import and export of goods, etc.</p> <p>The student will know:</p> <ul style="list-style-type: none"> • How to define movement. • When people choose to move it can have impacts on various communities (immigration, migration, cultural diversity, the environment). • People rely upon products, information, and ideas that come from places other than their immediate environment. • People create means for moving people, goods, and ideas within the local community. • Throughout history people have moved from place to place, traded goods and services, as well as ideas. This led to migration, trade, cultural diffusion and interdependence.
<p>3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions, community, state, nation and world.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Many factors can contribute to a region’s identity. <p>The student will know:</p> <ul style="list-style-type: none"> • Regions are defined by various elements of culture, demographics, economics and geography. <p>For example: factors that make a region unique include cultural diversity, industry, agriculture, landforms, etc.</p>

3.G.1.6 Compare various regions according to their characteristics.

The student will understand:

- Regions are often distinguished by their characteristics.

For example: physical, human and cultural.

The student will know:

- A region is a basic unit of geographic study. It is defined as an area that has unifying characteristics.
- Regions are similar and different to each other.
Different types of features such as physical, political, cultural, urban and rural, etc. characterize regions.

The student will be able to do:

- Use a variety of visual materials and data sources to compare regions.

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

Clarifying Objectives

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

Unpacking

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

The student will understand:

- Supply and demand affects the economic choices of individuals.

For example: careers, types of cars made, etc.

The student will know:

- The definition of a market economy.
- That human wants and needs differ from place to place according to where to live.
- Examples of the relationship between supply and demand .

<p>3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Resources often influence economic growth in communities. • The decisions of people to locate, develop and make use of natural resources in particular regions will influence economic development. <p>The student will know:</p> <ul style="list-style-type: none"> • Natural resources are substances that exist naturally in the earth and were not made by human beings such as oil, water, coal, land, etc. • People settle around areas that offer ways of living.
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<p>Essential Standard: 3.E.2 Understand entrepreneurship in a market economy.</p> <p>Concept(s): Market Economy, Entrepreneurs</p>	
<p>Clarifying Objectives</p>	<p>Unpacking 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>The student will understand:</p> <ul style="list-style-type: none"> • Innovation and opportunity encourage people to take risks as entrepreneurs. • Successful entrepreneurs will increase their power and wealth. <p>The student will know:</p> <ul style="list-style-type: none"> • Entrepreneurs are individuals who create a new business providing a product or service with a new idea. It can be something big or small. • Opportunities and risks are involved in being an entrepreneur.

	<p>For example: an opportunity is to own your own business and be the boss. For example: a risk to not be a profitable business and lose money.</p> <ul style="list-style-type: none"> • People become entrepreneurs for financial independence and financial security, desire for achievement and fulfillment, a need for stable income, a desire to be one's own boss, etc.
<p>3.E.2.2 Give examples of entrepreneurship in various regions of our state.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Entrepreneurs often make business decisions based on the needs and desires of consumers. • The needs of consumers change from region to region. <p>For example: Coastal-Tourism, Fishing, etc. Piedmont-Research Triangle, etc. Mountains-Lumber Industry, etc.</p> <p>The student will know:</p> <ul style="list-style-type: none"> • Financially responsible people often create goals and work toward meeting those goals. • Entrepreneurship is the practice of starting a new business or reviving an existing business in order to capitalize on new found opportunities.

Civics and Governance

Essential Standard:

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

Concept(s): Government

Clarifying Objectives

Unpacking

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

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

The student will understand:

- Local governments may develop differently from each other over time.
- Local governments establish rules and laws that responsible citizens must observe.

The student will know:

- Local governments are patterned after state and national government for the protection and benefit of the citizens.

3.C&G.1.2 Describe the structure of local government and how it functions to serve citizens.

The student will understand:

- Local government often provides services to the citizens of the community.

The student will know:

- The origins, structure and functions of local government enables participation in the democratic process.

	<p>For example: Groups and government work together to create a safe environment in the community.</p> <ul style="list-style-type: none"> • Roles of local government. • Positions in local government are either appointed or elected or hired by the citizens. <p>For example: Mayor, city council members, Police Chief, Fire Dept. Chief, Health & Social Services, etc. and how they serve citizens.</p>
<p>3.C&G.1.3 Understand the three branches of government, with an emphasis on local government.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • Local government is often based on principles of shared authority, fairness, and equality. <p>The student will know:</p> <ul style="list-style-type: none"> • • The United States government and state governments are structured around the powers of legislative, executive, and judicial branches. • The separation of powers between branches of government prevents any one branch of government from having too much power. <p>For example: The Executive branch (President) has Veto power, etc.</p> <ul style="list-style-type: none"> • Local governments are also structured around the separation of powers between legislative, executive, and judicial branches. <p>For example: A mayor serves as the chief executive of many cities.</p> <ul style="list-style-type: none"> • The three branches of government provide means for a system of checks and balances of power. • Local governments pass laws to make life better and safer for people. • Local governments provide services that citizens use everyday. • Major local authorities at the local level. • The type of local government in place in a city/town, etc.

For example: City Manager, Mayor’s Office, Town Council, County Commissioners, etc.

Essential Standard:

3.C&G.2 Understand how citizens participate in their communities.

Concept(s): Citizenship

Clarifying Objectives

3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.

Unpacking

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

The student will understand:

- Citizens can contribute to the political development of their community
- Citizens can contribute to the social development of their community
- Citizens can contribute to the economic development of their community.

The student will know:

- Responsible citizens can contribute to the political development of their community by voting.
- Responsible citizens can contribute to the social development of their community by participating in activities and the taking interest in the welfare of the community.
- Responsible, informed citizens obey laws, and take part in community affairs.
- Responsible citizens can contribute in a variety of ways to the economic development of their community by creating friendly businesses and jobs.
- 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.

3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.

The student will understand:

- Responsible citizens can contribute to the well being of their environment.
- Responsible citizens who consider the well being of their environment can help make positive changes in the community.

The student will know:

- Citizens can help prevent pollution through such things as reusing, recycling, and conserving.

For example: they reuse, recycle and conserve.

For example: working together to solve issues around energy and other resources in the natural environment.

3.C&G.2.3 Apply skills in civic engagement and public discourse (school, community).

The student will understand:

- People of all ages can be active within their schools and community.
- Active participation of all in the governmental process is important to the endurance of the democratic process.

The student will know:

- Civic engagements in individual and collective action are designed to identify and address issues of public concern.

For example: Community service, political activity, service-learning, activism and advocacy are all different types of civic engagement that work together to enhance our society by improving our role as citizens

For example: 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.

- Public ideas of those who agree and disagree may be communicated through public conversation and communication.
- Public discourse is communication of ideas, information through conversation and public talk.

For example: sharing ideas and information about concerns/issues at school and in the community through speech, writing, etc.

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

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

Unpacking

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

The student will understand:

- Values, beliefs, and traditions often influence how people live in various local and regional communities.
- A variety of languages and cultural traditions contribute to the cultural diversity of places

The student will know:

- Sharing cultural differences encourage 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 dialect of people in the southern area is different from those in the northern area, but may still be the English language.

<p>3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.</p>	<p>The student will understand:</p> <ul style="list-style-type: none"> • How people view themselves and their communities can be expressed through art. <p>The student will know:</p> <ul style="list-style-type: none"> • Various groups express their beliefs and values through art in the community. <p>For example: music, art, drama, storytelling, folktales, stories, 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>The student will understand:</p> <ul style="list-style-type: none"> • People are often influenced by the beliefs, traditions and values of other cultures. • True stories can be used to explore the beliefs, traditions, values and relationships of various cultures <p>For example: the early settlers borrowed and shared traditions from indigenous American Indians such as foods (maize), language, crop cultivation, etc.</p> <p>The student will know:</p> <ul style="list-style-type: none"> • Various examples of non-fiction texts are brochures, magazines, etc. • How non-fiction texts explore elements of various cultures. <p>For example: food, clothing, shelter, recreation, language, education, stories, art, etc.</p> <ul style="list-style-type: none"> • How to use texts to find information.