



# Social Studies Grade 3

The HCPS Office of Social Studies will build empowered and informed citizens who think critically, advocate locally, impact globally, and innovate by examining the lessons of the past and applying them to today.

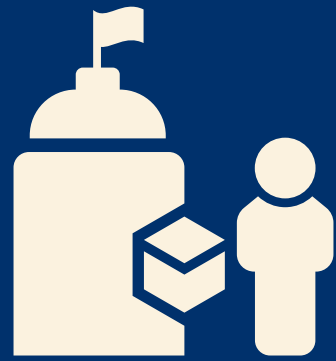
## Course Overview

In Social Studies Grade 3, students will engage in a variety of experiences that will reinforce how to be successful students and well rounded human beings. By exploring the world around them in a variety of individual, small group, and whole group activities, students will gain insight into how communities work together for the betterment of all; how the physical world around them works and their place in it; gain a basic understanding of how people get the resources they need to survive; and how our past and present shapes our future.

(see subsequent pages for specifics on each unit)

## Civics

Students will explore the civic virtues and democratic principles of government in order to take civic action. In this unit, students will learn about the different branches and levels of government and how citizens in a democratic society participate in the decision-making process.

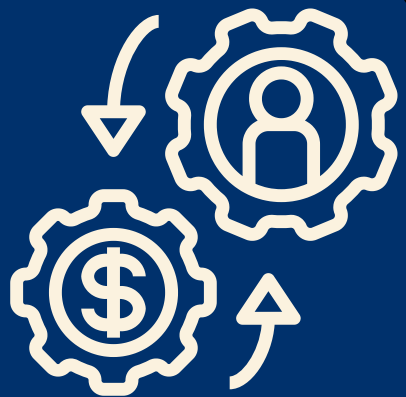


## Geography

Students will use geographic tools to analyze the three regions of Maryland and the ways in which geography has shaped the industries that have developed in different parts of the state. Additionally, this unit will evaluate the impact humans have on their environment, including how humans adapt to and modify their environment, using Maryland as a case study..

## Economics

Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world. People create economic systems that offer opportunities for both individual benefit and the common good.



## History

In the History Module, students will learn about how the original thirteen colonies developed as a result of interactions between different cultures, including Europeans, First Nations peoples and enslaved Africans. They will use disciplinary tools to understand how the different colonies were founded and established for different purposes and in response to the different regional geographies in which they were founded.

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## Unit 1: Civics

In the Civics Module, students will explore the civic virtues that undergird the founding principles and documents of the United States of America. They analyze the Bill of Rights and the U.S. Constitution to determine the structures and principles that form our current system of government. Lastly, students will apply their learning by determining how people engage with their government in a democratic society and will take informed action in the form of a civic participation project.

### Enduring Understandings:

- Individuals and groups have the ability to positively impact their communities.

### Essential Questions:

- How can we make a difference in our community?
- What virtues are important for living together in a democracy?
- How can I contribute to my community?

### Acquisition:

- Explaining how democracy relies on engagement including voting and volunteering in civic organizations.
- Explaining how groups of people make rules to create responsibilities and protect freedoms.
- Identifying how having multiple perspectives both benefits and challenges people living in a democratic society.
- Examining the principles expressed in the Declaration of Independence and U.S. Constitution.
- Defining the branches of government and comparing responsibilities of local, state, and national government
- Determining the importance of civic participation in government and in communities
- Analyzing ways of influencing local, state, and/or national governments

### Experience 1: Civic Virtues

- Essential Question: What virtues are important for living together in a democracy?
- Main Ideas:
  - Democracy relies on engagement including voting and volunteering in civic organizations
  - Interacting with local civic and/or community leaders
  - Groups of people make rules to create responsibilities and protect freedoms
  - Multiple perspectives both benefits/challenges people living in a democratic society
  - Principles expressed in the Declaration of Independence and U.S. Constitution

### Experience 2: Democratic Government

- Essential Question: What does democracy look like in the United States?
- Main Ideas:
  - Legislative, executive, and judicial branches of government
  - Compare the responsibilities of local, state, and national government
  - Identify the leaders of local, state, and national government in various branches of government
  - Importance of communication through various means with elected officials
  - Importance of voting in democratic government

### Experience 3: Informed Action

- Essential Question: How can I contribute to my community?
- Main Ideas:
  - Importance of civic participation in their community
  - Current issue on the local, state, and national level and its impact on their community
  - Influencing local, state, and/or national governments to address a current issue
  - Individuals and groups who share a common concern for addressing a current issue on the state, local, and/or national level
  - Plan for effectively organizing and communicating a plan for addressing a current issue
  - Informed civic action plan on a current issues

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## Unit 2: Geography

Students will examine how humans interact with and adapt to their environment using the state of Maryland as a case study. This unit will also include a study of Maryland industries and the ways in which the geography of the state has shaped their development throughout history. This unit also includes an examination of how human interacting with their environment has positively and negatively impacted the environment in different ways for different regions and industries.

### Enduring Understandings:

- People create economic systems that offer opportunities for both individual benefit and the common good.

### Essential Questions:

- How does where you live shape how you live?
- Why do industries differ across the state of Maryland?
- How are people impacted by economic development in Maryland?

### Acquisition:

- identifying goods and services bought and sold in Maryland.
- identifying ways that people use the physical environment (rural, suburban, urban) for buying and selling goods and services.
- locating key economic centers in Maryland including agriculture, service, and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps.
- identifying examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses.
- identifying the risk and rewards of entrepreneurship.
- evaluating local and state laws that impact business owners in Maryland.
- explaining how jobs and careers are influenced by key economic centers.
- analyzing government services that are impacted by economic development.
- analyzing economic and population data to determine how economic development impacts where people live, work, and play.

### Experience 1: Impact on the Environment

- Essential Question: What impact does economic development have in Maryland's natural environment?
- Main Ideas:
  - Relationships between human settlement and physical geography, and economic centers
  - Transportation is influenced by industry, agriculture, and geographic features
  - Humans have modified their environment in the development of economic centers
  - Perspectives of various communities toward the natural environment
  - Inferences about the positive and negative impacts of human-caused change to the physical environment

### Experience 2: Development

- Essential Question: Why do industries differ across the state of Maryland?
- Main Ideas:
  - Goods and services bought and sold in Maryland
  - People use the physical environment for buying and selling goods and services
  - Key economic centers in Maryland including agriculture, service, and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps
  - Local and state laws that impact business owners in Maryland

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## Unit 3: Economics

Students will develop economic reasoning to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world. People create economic systems that offer opportunities for both individual benefit and the common good.

### Enduring Understandings:

- There are different goods and services available throughout Maryland due to geographic location.
- Creating a plan for managing one's money requires information to help in making the right decisions.
- Successful entrepreneurs research how the location (setting) of their business will help them with their profits.
- Successful entrepreneurs and citizens know there are challenges and responsibilities along with the benefits from earning money.
- Successful entrepreneurs and citizens plan how to be successful and challenge themselves and others to overcome obstacles and challenges.

### Essential Questions:

- What are goods and services?
- How does our location impact what we buy and sell?
- Is there a best place to buy and sell goods and services in Maryland?

### Acquisition:

- Students will identify goods and services bought and sold in Maryland.
- Students will identify ways that people use the physical environment for buying and selling goods and services.
- Students will locate key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, and commercial) using maps.
- Students will explain how jobs and careers are influenced by key economic centers.
- Students will analyze government services that are impacted by economic development.

### Experience 1: Development

- Essential Question: Why can't we have everything we want in school?
- Main Ideas:
  - Goods and services bought and sold in Maryland
  - Ways people use the physical environment (rural, suburban, urban) for buying and selling goods and services
  - Key economic centers in Maryland including agriculture, service, and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps
  - Examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses
  - Risk and rewards of entrepreneurship
  - Local and state laws that impact business owners in Maryland

### Experience 2: Impact on People

- Essential Question: How are people impacted by economic development in Maryland?
- Main Ideas:
  - Jobs and careers are influenced by key economic centers
  - Government services that are impacted by economic development
  - Economic and population data to determine how economic development impacts where people live, work, and play
- Note: The learning in Experience 2 is taught through the cross-curricular vehicle of the novel Danny Dollar Millionaire Extraordinaire: The Lemonade Escapade by Ty Allan Jackson. Students will read the novel and engage in learning activities related to entrepreneurship, financial literacy, overcoming adversity, dreaming big, and more!

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## Unit 4: History

In the History Module, students will think critically about societies in pre-contact Americas, Western Europe, and Western Africa and how these cultures first began to interact with one another. Students will evaluate the development of institutions that caused these interactions. They will interpret evidence from the past to make claims about their learning. This module serves as a bridge into Grade 4 US History.

### Enduring Understandings:

- Cultures of the past have influenced the way we live today.

### Essential Questions:

- How have cultures from the past influenced the present?
- How did people live in the past?
- How did early groups influence how we live today?

### Acquisition:

- comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment.
- developing timelines showing settlement of various cultural groups in Maryland.
- evaluating why and how people and institutions supported and restricted freedom by making rules in order to promote freedom, equality, and equity for some, but not all.
- contrasting the lives of early European explorers, colonists, indentured servants, and enslaved Africans.
- analyzing photographs, images, and text from the past to learn about key historical figures.
- interpreting evidence of the past to make claims about how individuals and groups shaped their region.
- comparing maps of settlement patterns from the past and today.
- developing and implementing informed action plans for communicating and expressing claims about the region's historical influences.

### Experience 1: Chronology.

- Essential Question:
  - How did people live in the past?
  - How did early groups influence how we live today?
- Main Ideas:
  - Societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment
  - Timelines showing settlement of various cultural groups in Maryland
  - Why and how people and institutions supported and restricted freedom by making rules in order to promote freedom, equality, and equity for some, but not all
  - Photographs, images, and text from the past to learn about key historical figures
  - Evidence of the past to make claims about how individuals and groups shaped their region
  - Maps of settlement patterns from the past and today
  - Developing and implementing informed action plans for communicating and expressing claims about the region's historical influences

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All HCPS Social Studies Frameworks are built to align with the Maryland State Social Studies Standards and MSDE State Frameworks. Information on the standards and frameworks can be found on the MSDE website (<https://marylandpublicschools.org>).