



ADW GRADE 3 SOCIAL STUDIES STANDARDS & INSTRUCTION GUIDE **2021**

Communities Near and Far: In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Maryland/D.C. and how they relate to other regions of the United States. Emphasis is on cultures in the United States, including the study of Native Americans and other indigenous people (such as Pacific Islanders, Native Hawaiians, Native Alaskans). Students examine these cultures from the past and in the present and the impact they have had in shaping our modern society while working towards peace and well-being of our communities. They begin to look at issues and events from more than one perspective while remembering Catholic social teachings.



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History (H)	Standard	Core Concepts	Terms and Historic References
SS.3.H.1	Describe early American Indian cultures and their development in North America	<ul style="list-style-type: none">• Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter	<ul style="list-style-type: none">• American Indian groups• Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast
SS.3.H.2	Explain why and how the local community was established and identify founders and early settlers.	<ul style="list-style-type: none">• Compare and contrast how different communities have changed over time.	<ul style="list-style-type: none">•
SS.3.H.3	Describe the role of specific communities in the development of the region.	<ul style="list-style-type: none">• Explain the role of river towns or urban centers, in the development of this region.	<ul style="list-style-type: none">•
SS.3.H.4	Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents	<ul style="list-style-type: none">• Give examples of people, events, and developments that brought important changes to the local community or region.	<ul style="list-style-type: none">• Transportation• Local cultural figures, landmarks, celebrations, cultural events• Catholic leaders: Cardinal Wilton Gregory
SS.3.H.5	Develop simple timelines of events in the local communities.	<ul style="list-style-type: none">• Use a school newsletter or local newspaper to make a timeline of current events.• Use a variety of community resources — such as libraries,	<ul style="list-style-type: none">•



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		museums, and local historians — to gather information about the local community.	
SS.3.H.6	Read fiction and nonfiction stories to identify the qualities of leaders, such as community leaders, soldiers, presidents, teachers, and inventors.	<ul style="list-style-type: none">• Construct and answer questions about multiple community histories from viewpoints of that community	<ul style="list-style-type: none">• FDNE (3.14.09)
SS.3.H.7	Develop historical inquiry and research skills.	<ul style="list-style-type: none">• Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.• Gather and communicate historical information about the community.	<ul style="list-style-type: none">• Local newspapers, town charters, and local treaties• Interview a community member, find community resources

Catholic Connections

- How do various cultures express their beliefs and practices? What do we do if we do not agree with them?
- How do different religious interpretations of events, people and places, or situations affect our understanding of the past and present?
- Do Catholics in other countries have different customs/traditions?



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Civics and Government (CG)	Standard	Core Concepts	Terms and Historic References
SS.3.CG.1	Explain that people are citizens of their community, state/district, and nation and explain the importance of good citizenship.	<ul style="list-style-type: none">Describe the responsibilities of being an effective citizen, such as cleaning up your neighborhood, being informed, obeying rules and laws, participating in class decisions, and volunteering	<ul style="list-style-type: none">CitizenCitizenshipCatholic Social Teaching (FDNE 3.06.13)
SS.3.CG.2	Identify fundamental democratic principles and ideals in American songs, stories, and symbols.	<ul style="list-style-type: none">Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communitiesSongs and stories may emphasize freedom and equality. Symbols, such as the flag, emphasize unity and other ideals.	<ul style="list-style-type: none">Pledge of AllegianceRepublicFlag etiquette
SS.3.CG.3	Discuss the reasons why governments are needed and identify specific services that governments provide.	<ul style="list-style-type: none">Democratic governments protect individual rights and provide services, such as law enforcement.	<ul style="list-style-type: none">GovernmentLaws
SS.3.CG.4	Communicate how and why a community creates laws.	<ul style="list-style-type: none">Explain the consequences of violating lawsIdentify the duties of and selection process for local officials who make, apply, and enforce laws through government.	<ul style="list-style-type: none">Justice (FDNE 3.06.07)Safety
SS.3.CG.5	Explore the background of national holidays or historical events, their significance, and how they are	<ul style="list-style-type: none">	<ul style="list-style-type: none">George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther



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	recognized in the local community		King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Holy Days of Obligation, Feast Days
SS.3.CG.6	Use a variety of information resources to gather information about community leaders and civic issues.	<ul style="list-style-type: none">• Investigate and summarize the roles that leaders and other citizens serve in local communities.• Identify leaders and issues from school newsletters, newspaper headlines, photographs, editorial cartoons, television, and other information resources.	<ul style="list-style-type: none">•

Catholic Connections

- In society there are groups that may be treated unfairly. What can you do about this at your age? Why is it important to promote communities and cultures with equality and justice for all?
- Good citizenship is a virtue. Virtue is a good habit. Vice is a bad habit. What are examples of both?
- What would Catholic social teachings say about what makes a good leader of people? What makes a bad leader?



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Geography (G)	Standard	Core Concepts	Terms and Historic References
SS.3.G.1	Identify and differentiate between physical and human features of neighborhoods and communities and the impact they have on each other.	<ul style="list-style-type: none">• Locate the United States, Maryland/District of Columbia, and the local community.• Label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges.	<ul style="list-style-type: none">• vegetation, hills, waterways, housing, streets, business/residential areas• rivers/roads, cities/towns, bodies of water, landforms, Red Sea, Mount Sinai, Jerusalem, Bethlehem
SS.3.G.2	Identify the continents, oceans, and hemispheres.	<ul style="list-style-type: none">• Identify the continents and oceans, the equator, the Northern and Southern hemispheres, and the Eastern and Western hemispheres.	<ul style="list-style-type: none">•
SS.3.G.3	Explain how and why places and regions change over time	<ul style="list-style-type: none">• Regions are areas that have similar physical and cultural characteristics• Compare and contrast local places and regions with other places and regions.	<ul style="list-style-type: none">• Regions Example: Mid-Atlantic Region• Cultural characteristics
SS.3.G.4	Explain basic Earth/sun relationships, including how they influence climate, and identify major climate regions of the United States.	<ul style="list-style-type: none">• Environment influences human activities and how humans alter the environment to suit their needs.	<ul style="list-style-type: none">• Earth/sun relationships• climate, water cycle, soil fertility impact agricultural production
SS.3.G.5	Construct maps and graphs that show aspects of human/environment interaction in the local community.	<ul style="list-style-type: none">• Patterns of rural, urban, and suburban development.	<ul style="list-style-type: none">•



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SS.3.G.6	Use a variety of information resources to identify local environmental issues and examine the ways that people have tried to solve these problems.	<ul style="list-style-type: none">• For example, research how the community gets its water today compared with how early settlers got their water.	<ul style="list-style-type: none">•
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Catholic Connections

- People who travel around the world often experience a sense of wonder and realize how powerful or “smart” God is. What are examples in nature that bring wonder?
- What does the variety, complexity, and interconnectedness of earth teach us about God?



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Economics (E)	Standard	Core Concepts	Terms and Historic References
SS.3.E.1	Give examples from the local community that illustrate the scarcity of productive resources.	<ul style="list-style-type: none">• Explain how this scarcity requires people to make choices and incur opportunity costs.	<ul style="list-style-type: none">• Scarcity• Productive resources• Opportunity Costs
SS.3.E.2	Identify goods and services provided by the government and paid for by taxes.	<ul style="list-style-type: none">• Goods and services funded through state or local taxes. Example: Snow removal, waste management, law enforcement	<ul style="list-style-type: none">• Goods, Services• Taxes
SS.3.E.3	Define interdependence and give examples of how people in the local community depend on each other for goods and services.	<ul style="list-style-type: none">• Identify local goods and services that could be traded with people everywhere.	<ul style="list-style-type: none">• Corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hides, fish, bartering system in Jesus's time
SS.3.E.4	List the characteristics of money and explain how money makes trade easier.	<ul style="list-style-type: none">• Give examples of trade in the local community and explain how trade benefits both parties.	<ul style="list-style-type: none">• Trade• Money
SS.3.E.5	Describe how consumers acquire goods and services.	<ul style="list-style-type: none">• Identify different ways people save their income and explain advantages and disadvantages of each.• Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.	<ul style="list-style-type: none">• Example: Home "piggy bank," savings accounts, stock market, etc.



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		<ul style="list-style-type: none">• Example: When a family is deciding whether to buy a car, they have to compare the benefit of having personal transportation with the cost of buying and maintaining the car.	
SS.3.E.6	Gather data about a proposed economic change in the community using a variety of information resources.	<ul style="list-style-type: none">• Invite a community leader to discuss the decision to build a bigger library or baseball park in the community.	<ul style="list-style-type: none">•

Catholic Connections

- Should a person who has extra food help someone who has none?
- Should you always be paid for work?
- Why do we need a system of trade? How does fairness play into trade?



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Individuals, Society, and Culture (ISC)	Standard	Core Concepts	Terms and Historic References
SS.3.ISC.1	Give examples of how the local community is made up of many individuals, as well as many different groups.	<ul style="list-style-type: none">• Communities are made up of families, as well as businesses and industry, religious and civic groups, and governing bodies.	<ul style="list-style-type: none">•
SS.3.ISC.2	Identify connections that the local community has with other communities, including cultural exchanges of several types, and ways that technology links communities in other places.	<ul style="list-style-type: none">• Some nearby communities share cultural institutions, such as schools or museums. Other communities may have “sister cities” in other parts of the world. The technology of transportation and communication makes these exchanges easier.	<ul style="list-style-type: none">•
SS.3.ISC.3	Examine the contributions of individual artists (painters, sculptors, writers, musicians, and traditional artists) in enriching the culture of the community.	<ul style="list-style-type: none">• Use community resources — such as museums, libraries, historic buildings, and other landmarks — to gather cultural information about the community.	<ul style="list-style-type: none">•
SS.3.ISC.4	Identify factors that make the local community unique.	<ul style="list-style-type: none">• Including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing various cultures.	<ul style="list-style-type: none">•