

Grade 3 Social Studies

Scope and Sequence

Trimester 1

Unit 1.1: Family and Community, 11 days

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (3–4)–2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and explaining how there are limits to their power (e.g., *What are police not allowed to do?*)

C&G 3: In a democratic society all people have certain rights and responsibilities.

- (3-4)–1 Students demonstrate an understanding of citizens' rights and responsibilities by...
- exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, and demonstrating an understanding of others' points of view
 - using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity)
- (3-4)–2 Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...
- demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn)
 - working cooperatively in a group, demonstrating individual/personal accountability (e.g., dividing responsibilities, taking on individual roles) to complete a task (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal)
 - explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities.

C&G 4: People engage in political processes in a variety of ways.

- (3-4)–3 Students participate in a civil society by...
- identifying problems, planning and implementing solutions, and evaluating the outcomes in the classroom, school, community, state, nation, or world (e.g., problem of global warming/solutions-recycling, energy conservation)
 - explaining how individuals can take responsibility for their actions and how their actions impact the community

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (3-4)–2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by...
- exploring current issues using a variety of print and non-print sources (e.g., *Where does our food come from and what happens if there is a drought?*)
- (3-4)–3 Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...
- listing and explaining the pros and cons of personal and organizational (e.g., businesses, governments, other groups) decisions (e.g., donations to global charities)

Common Core State Standards for English Language Arts***Reading Standards*****Key Ideas and Details**

- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing Standards**Text Types and Purposes**

- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

Unit 1.2: Government, 19 days

Grade-Span Expectations for Social Studies

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

- (3-4) –1 Students demonstrate an understanding of origins, forms and purposes of government by...
- a. making, applying, and enforcing rules (home, school, community)
 - b. comparing similarities between a rule and a law
 - c. citing examples of services that local government provide for the common good
- (3-4) –2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...
- b. recognizing, describing, and demonstrating the characteristics of leadership and fair decision making, and explaining how they affect others

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

- (3-4) –1 Students demonstrate an understanding of United States government (local, state, national) by...
- a. identifying the levels (local, state, and national) and three branches of government, as defined by the *U.S. Constitution*, and the roles and purposes of each (e.g., checks and balances)
 - b. describing the *U.S. Constitution* and *Bill of Rights* and why they are important

- (3-4) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...
- a. identifying and explaining the meaning of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle, Presidents’ Day, Independence Day)

C&G 4: People engage in political processes in a variety of ways.

- (3-4) –1 Students demonstrate an understanding of political systems and political processes by...
- a. identifying forms and levels (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) of civic participation and how it affects the common good (local, state, national, world)
- (3-4) – 2 Students demonstrate their participation in political processes by...
- a. engaging in a variety of forms of participation (e.g., voting, petition, survey) and explaining the purpose of each form

Common Core State Standards for English Language Arts

Reading Standards

Craft and Structure

- RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Craft and Structure

- RI.3.6 Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

Writing Standards

Text Types and Purposes

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.

- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- d. Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.
 - d. Provide a sense of closure.
- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.

Trimester 2

Unit 2.1: Map Skills, 10 days

Grade-Span Expectations for Social Studies

G 1: The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth’s surface provides an understanding of the world in spatial terms.

- (3-4)–1 Students understand maps, globes, and other geographic tools and technologies by...
- a. accurately using maps to identify locations.
 - b. identifying relationships between time, space, and distance.
 - c. organizing information about people, places, and environments in a spatial context (e.g., the school is *to the east* of the store; the house is *northeast* of the mountains).

- (3-4)–2 Students identify the characteristics and features of maps by...
- applying map skills to represent a location (e.g., design a map).
 - identifying and describing locations.

C&G 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

- (3-4)–1 Students demonstrate an understanding of the many ways Earth’s people are interconnected by...
- explaining how current events around the world affect our lives (e.g., trade, war, conflict-resolution, global warming).
 - locating where different nations are in the world in relation to the United States (e.g., related to current events, literature, trade books).

Common Core State Standards for English Language Arts

Reading Standards

Craft and Structure

- RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

Integration of Knowledge and Ideas

- RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Writing Standards

Text Types and Purposes

- W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - Provide reasons that support the opinion.
 - Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
 - Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)
- W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Unit 2.2: Changes Over Time, 14 days

Grade-Span Expectations for Social Studies

HP 1: History is an account of human activities that is interpretive in nature.

- (3-4) –1 Students *act as historians*, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
- describing the difference between primary and secondary sources and interpreting information from each (e.g., asking and answering questions, making predictions).
 - classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past
 - organizing information obtained to answer historical questions
- (3-4) –2 Students interpret history as a series of connected events with multiple cause-effect relationships, by...
- describing and organizing a sequence of significant events in Rhode Island history (e.g., interpreting and analyzing data in timelines)
 - explaining and inferring how a sequence of events affected people of Rhode Island (e.g., settlement or changes in community/ Rhode Island, Hurricane Katrina)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

- (3-4) –1 Students connect the past with the present by...
- investigating and explaining the origin, name, or significance of local geographic and human-made features
- (3-4) –2 Students chronicle events and conditions by...
- describing, defining, and illustrating by example Rhode Island historical individuals, groups and events (e.g., Roger Williams, Native Americans, immigrant groups) and how they relate to the context (e.g., conditions of the time, events before and after)

HP 3: The study of history helps us understand the present and shape the future.

- (3-4) –1 Students demonstrate an understanding of how the past frames the present by...
- a. recognizing and interpreting how events, people, problems, and ideas shape life in the community and in Rhode Island.
- (3-4) – 2 Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
- a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and make predictions for the future.

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (3-4) –2 Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...
- a. explaining how innovations or inventions have impacted interactions between people and communities, regions, and nations.
 - b. identifying how expansion has influenced interactions between people.

HP 5: Human societies and cultures develop and change in response to human needs and wants.

- (3-4) –1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
- a. comparing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).
- (3-4) – 2 Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
- a. comparing how members within cultures interact with each other and their environment.
 - b. identifying how a culture has changed over time.
- (3-4) – 3 Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...
- a. comparing how people with different perspectives view events in different ways.

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (3-4) – 2 Students analyze how Innovations and technology affects the exchange of goods and services by...
- a. explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services.

Common Core State Standards for English Language Arts***Reading Standards*****Key Ideas and Details**

- RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Writing Standards**Text Types and Purposes**

- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- d. Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)

Research to Build and Present Knowledge

- W.3.7 Conduct short research projects that build knowledge about a topic.
- W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Trimester 3

Unit 3.1: People and Physical Environment, 17 days

Grade Span Expectations for Social Studies

G 3: Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of population and resources, relationships (cooperation and conflict), and culture.

- (3-4)–1 Students understand why people do/do not migrate by...
- a. comparing reasons why people have moved.
- (3-4)–3 Students understand how geography influences human settlement, cooperation or conflict by...
- a. describing how features of a place influence human decision making (e.g., activities, settlement, employment).

G 4: Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth’s surface to limit or promote human activities.

- (3-4)– 1 Students explain how humans depend on their environment by...
- a. identifying how needs can be met by the environment (e.g., we grow food to eat).
- (3-4)– 2 Students explain how humans react or adapt to an ever-changing physical environment by...
- a. identifying ways in which the physical environment is stressed by human activity using examples from the local community (e.g., pollution in the Narragansett Bay means people cannot fish for food).
 - b. generating a possible solution for a community environmental problem (e.g., if there is a lot of litter, create an action plan to clean it up).
- (3-4)–3 Students explain how human actions modify the physical environment by...
- a. using maps and graphs to illustrate changes in the physical environment of the local community or region.
 - b. comparing and contrasting the effects of changing a place (e.g., irrigation creates opportunity to produce crops).

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

- (3-4)–1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
- a. identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation).

- b. identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (3-4)–1 Students demonstrate an understanding of basic economic concepts-by...
- a. differentiating between human, natural, and capital resources.
 - b. identifying the types of resources available and the corresponding goods and services produced in real-world and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's products were primary).
 - c. explaining how positive and negative incentives influence behavior and choices (e.g., costs vs. benefits received).

Common Core State Standards for English Language Arts

Reading Standards

Integration of Knowledge and Ideas

- RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Range of Reading and Level of Text Complexity

- RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

- W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop a topic with facts, definitions and details.
 - c. Use linking words and phrases to connect ideas within categories of information.
 - d. Provide a concluding statement or section.

Production and Distribution of Writing

- W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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Range of Writing

- W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit 3.2: Economics, 13 days

Grade-Span Expectations for Social Studies

E 1: Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.

- (3-4) –2 Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
- explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources.
- (3-4) –3 Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
- comparing the advantages and disadvantages of allocating various goods and services (e.g., sharing class toys, student time on playground equipment during recess, etc.).

E 2: Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.

- (3-4) –1 Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
- explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).
 - identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).
 - explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).

E 3: Individuals, institutions, and governments have roles in economic systems.

- (3-4) – 1 Students demonstrate an understanding of the interdependence created by economic decisions by...
- comparing how individuals, institutions, and governments interact within an economy (e.g. entrepreneurs start new businesses; individuals save money in banks, government redistributes money through taxing and spending).
 - describing how money makes it easier to trade, borrow, or save, and compare the value of goods and services.

Common Core State Standards for English Language Arts***Reading Standards*****Key Ideas and Details**

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