

Social Studies Curriculum

Grade 3: Communities around the World

*Please Note: For other world communities, focus primarily on Canada and Mexico.

Geography, Humans, and the Environment

3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.

Key Ideas

- continents and oceans, selected world communities in relation to continents and oceans
- differences between a globe and map, structural features of a map, examine variety of maps for at least two selected world communities*, compare maps, photographs and satellite image representations of selected world communities*
 - recommended specific standard vocabulary to include continent, ocean, map (title, legend/key, compass orientation, author, date, grid, scale), geography, satellite, political, physical, vegetation & resource maps

Social Studies Practices

- ✓ A.1 Develop questions about a world community.
- ✓ A.2 Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs).
- ✓ A.3 Identify and explain creation and/or authorship, purpose, and format of evidence; where appropriate, identify point of view.
- ✓ D.1 Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.

CCLS RI 1, 3, 4, 5, 7 SL 1, 2, 6

3.2 The location of world communities can be described using geographic tools and vocabulary.

Key Ideas

- world communities on globes/maps, world communities location to each other and principle parallels and meridians
 - recommended specific standard vocabulary to include world communities, principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions

Social Studies Practices

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- ✓ D.1 Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.

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3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.

Key Ideas

- influence of geographic factors in where people settle and their lifestyle
- geographic factors of each selected world community*, including physical and geographic features and climate
- lifestyle of the people who live in each selected world community*
- how each selected world community* has adapted to and/or modified its environment to meet its needs
- actions that are being taken to protect the environment in the selected world communities* and in their own community

Social Studies Practices

- ✓ A.1 Develop questions about a world community.
- ✓ A.2 Recognize and use different forms of evidence used to make meaning in social studies (including primary and secondary sources).
- ✓ C.1 Identify a world region by describing a characteristic that places within it have in common.
- ✓ C.4 Recognize the relationship between geography, economics, and history in world communities.
- ✓ D.1 Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.
- ✓ D.2 Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans).

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Time, Continuity, and Change

3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

Key Ideas

- legends, folktales, oral histories, biographies, and historical narratives
- symbols of each selected world community*
- arts, music, dance, and literature of each selected world community*

Social Studies Practices

- ✓ A.4 Identify arguments of others.
- ✓ A.5 Identify inferences.
- ✓ A.6 Create an understanding of the past by using primary and secondary sources.
- ✓ B.2 Employ mathematical skills to measure time in years and centuries.
- ✓ C.2 Identify multiple perspectives by comparing and contrasting points of view in differing world communities.
- ✓ C.3 Describe a historical event in a world community.
- ✓ C.5 Describe a historical development in a world community, using specific details, including time and place.

CCLS RI 4, 8, 10 W 4, 5, SL 1, 2, 3, 5, 6

Development, Movement, and Interaction of Cultures

3.5 Communities share cultural similarities and differences across the world

Key Ideas

- compare/contrast structure and activities of families and schools
- selected world community* in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices, holidays and festivals celebrated in each selected world community*

Social Studies Practices

- ✓ B.6 Recognize periods of time, such as decades and centuries.
- ✓ F.1 Demonstrate respect for the rights of others in discussions and classroom debates, regardless of whether one agrees with the other viewpoints.

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3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

Key Ideas

- “cultural diffusion”: examination of people, goods, and ideas that have diffused from other communities, and how this affects those communities

Social Studies Practices

- ✓ B.5 Recognize continuity and change over periods of time.
- ✓ E.5 Explore the types of governments in world communities and services they provide to citizens.
- ✓ F.5 Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.

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Civic Ideals and Practices

3.7 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.

Key Ideas

- types of government found in each selected world community* and compare and contrast with US government
- different processes of selecting leaders, solving problems and making decisions in nations and communities, compare and contrast with process used in the US
- how the government maintains order, keeps people safe, makes and enforces rules and laws in each selected world community* and compare/contrast it with process in US
- citizenship in world community* and compare/contrast with US

Social Studies Practices

- ✓ F.3 Identify different types of political systems found in world communities.
- ✓ F.4 Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.
- ✓ F.7 Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.

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3.8 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.

Key Ideas

- extent to which governments and citizens have protected human rights
- prejudice and discrimination and how they are barriers to justice and equality
- steps people can take to support social action and change

Social Studies Practices

- ✓ B.3 Identify causes and effects, using examples from his/her life or from a current event or history.
- ✓ B.4 Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.
- ✓ F.2 Participate in activities that focus on a classroom, school, or world community issue or problem.
- ✓ F.6 Identify situations in which social actions are required and suggest actions.
- ✓ F.7 Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.
- ✓ F.8 Identify rights and responsibilities of citizens in the local community and compare them to those in world communities.

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Creation, Expansion, and Interaction of Economic Systems

3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.

Key Ideas

- needs/wants of selected world community* and compare to our community
- ways people earn a living and how this has changed over time

Social Studies Practices

- ✓ B.1 Explain how three or more events are related to one another.
- ✓ B.2 Employ mathematical skills to measure time in years and centuries.
- ✓ B.3 Identify causes and effects, using examples from his/her life or from a current event or history.
- ✓ B.4 Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.
- ✓ B.5 Recognize continuity and change over periods of time.
- ✓ B.6 Recognize periods of time, such as decades and centuries.

- ✓ B.7 Recognize and identify patterns of continuity and change in world communities.
- ✓ D.3 Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.
- ✓ D.4 Recognize a process that applies to population, and a resulting pattern.
- ✓ D.5 Describe how human activities alter places and regions.

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3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?

Key Content

- communities around the world produce goods and provide services
- communities trade to meet needs and wants
- import/export, supply/demand
- related technological developments in transportation and communication that influence trade over time

Social Studies Practices

- ✓ B.1 Explain how three or more events are related to one another.
- ✓ E.1 Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.
- ✓ E.2 Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.
- ✓ E.3 Identify the products found in world communities and the various ways people in those communities pay for products.
- ✓ E.4 Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.

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