

# Course Syllabus

## Social Studies, Grade 3

Jefferson County Schools Curriculum, Final  
Jefferson County Schools

In Social Studies, the goal is for all students to develop a deep, rich network of understandings related to the world around them. The objectives and competencies included in this curriculum deal with history, geography, economics, and civics from a diverse, global perspective. Students engage in projects that require them to apply Social Studies skills in real-world contexts.

Social Studies core concepts covered in third grade include state and national history, local, state, and national government, economics, and elements of early civilizations. Studies of civics focus on rights and responsibilities in the context of American democracy. Students should be learning about public service and leadership, while being exposed to personal opportunities for voluntarism, leadership, and service. Third graders continue to develop historical analysis and awareness skills introduced in earlier grades. Geography studies should expand to include discussions of regions and populations. Topics covered in economics range from competition in a free-market economic system to an introduction of the world of work.

### Culture

- The learner will be able to recognize some of the major components of a culture (i.e. language, clothing, art, music, religion, food) from a reading passage.
- The learner will be able to read and analyze a bar graph depicting the cultural distribution population.
- The learner will be able to analyze data presented in a chart or graph and draw conclusions from the data concerning major cultural groups of the world.
- The learner will be able to determine similarities and differences in the ways different cultural groups address basic human needs using pictures of common items (i.e. food, water, clothing shelter).

### Economics

- The learner will be able to read a diagram illustrating an economic flow of a raw product to a finished product.

- The learner will be able to interpret economic data presented on a chart.
- The learner will be able to associate a final product (e.g., carton of milk) with its original source (e.g. cow on a dairy farm).
- The learner will be able to understand the concept of exchanging money for goods or services.
- The learner will be able to understand the difference between goods and services.
- The learner will be able to define consumers as people who use goods and services.
- The learner will be able to distinguish between imports and exports.
- The learner will be able to interpret a map showing agricultural and industrial areas.
- The learner will be able to understand that bartering is trading goods and services for other goods and services without using money and differentiate between money and barter economies.
- The learner will be able to differentiate between a natural resource and a finished product.
- The learner will be able to differentiate between a producer and a consumer using a picture(s).

### Geography Perspectives

- The learner will be able to identify the meaning of geographical terms, such as the equator, north and south poles, lines of identify and latitude.
- The learner will be able to use north, south, east, and west as a means for identifying location.
- The learner will be able to locate the routes of early explorers of North America on a map or globe.
- The learner will be able to use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, lines of longitude and latitude, the equator, the north and south poles).

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- The learner will be able to identify basic components of earth's systems (i.e.landforms, water, climate, weather).
- The learner will be able to differentiate the distinguishing characteristics of ecosystems (i.e. deserts, grasslands, rainforests).
- The learner will be able to identify the major physical components of the world (i.e.oceans, equator, continents, and hemispheres).
- The learner will be able to identify a picture of how humans have altered the natural land.
- The learner will be able to determine the climate of a specific region of the world using a map and relate climate to human needs.
- The learner will be able to utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key.
- The learner will be able to find a specific location on a school or community map.
- The learner will be able to recognize and use a map key.
- The learner will be able to understand how to conserve the Earth's physical resources.
- The learner will be able to recognize the identifying characteristics of certain geographic features (i.e.peninsula, island, continent, mountain,river, desert, ocean, forest).
- The learner will be able to understand the need for rules and the consequences of breaking those rules.
- The learner will be able to understand that voting is part of the election process.
- The learner will be able to understand that the head of the government is the President of the United States.
- The learner will be able to identify the current President of the United States.
- The learner will be able to recognize that different types of government exist in the world.
- The learner will be able to identify groups of people who enforce laws.
- The learner will be able to recognize civic and personal responsibilities.
- The learner will be able to recognize the role of the citizen in state and local elections and in influencing public policy decisions.
- The learner will be able to identify the safest solution when presented with pictures of a dangerous situation.
- The learner will be able to select from a visual representation a service provided by the government (i.e. parks, schools, libraries).

### Governance and Civics

- The learner will be able to relate various members of government to their functions.
- The learner will be able to identify examples of good citizens from a set of pictures (i.e. obeying speed limit, not littering, walking within the crosswalk).
- The learner will be able to identify the rights and responsibilities of a citizen.

### History

- The learner will be able to observe change over time through studying historical photographs.
- The learner will be able to read a table.
- The learner will be able to read and interpret facts from a historical passage.
- The learner will be able to read and use a timeline to determine the order of a historical event.
- The learner will be able to identify the main character and idea of a biographical passage.
- The learner will be able to label historical events as past, present, future.

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- The learner will be able to determine how scientific and technological discoveries changed the way of life across time (cotton gin, automobile, electricity, communications).

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| <b>Individuals, Groups, and Interactions</b> |
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- The learner will be able to distinguish between conflict and cooperation within group interactions as represented by pictures.
- The learner will be able to recognize major global concerns: (i.e., pollution, conservation of natural resources, global warming, destruction of rain forest).
- The learner will be able to classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, make-up).