

**SOCIAL STUDIES Third Grade (Focus: Citizenship)**

<b>VALUES AND ATTITUDES</b>	The student will: Be a mirror of the gospel values, and age-appropriately translate faith into action. Age-appropriately broaden focus from self, to class, to community, to state, to nation, and finally to world. Understand and use the language of Catholic Social Teaching. Incorporate the seven themes of Catholic Social Teaching throughout the curriculum. <ul style="list-style-type: none"><li>• Life and Dignity of the Human Person</li><li>• Call to Family, Community and Participation</li><li>• Rights and Responsibilities</li><li>• Option for the Poor and Vulnerable</li><li>• The Dignity of Work and The Rights of Workers</li><li>• Solidarity</li><li>• Care for God's Creation</li><li>• Use peaceful strategies when interacting with other students.</li></ul>
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**DIOCESAN STRAND A Individual Development and Catholic Identity**

<b>OBJECTIVES</b> Multiple roles that individuals perform <ul style="list-style-type: none"><li>• Distinguish and compare economic and social roles of children and adults locally and selectively worldwide.</li><li>• Analyze similarities and differences among families and among communities in different times and in different places.</li><li>• Distinguish similarities and differences among children at different times and in different places.</li><li>• Describe roles performed by children and adults in community settings.</li><li>• Clarify the roles of children and adults in communities that differ from one's own in time and place.</li></ul> Importance of family life <ul style="list-style-type: none"><li>• Recognize that we all belong to the family of God.</li><li>• Participate in parish community life and service.</li><li>• Develop an understanding that each person is unique and part of a basic unit: family, school, parish, and community.</li><li>• Develop an understanding that each person is unique and a gift from God.</li></ul>
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**DIOCESAN STRAND B Citizenship, Civics and Government**

**OBJECTIVES**

Good citizenship

- Identify and demonstrate characteristics of responsible citizenship and the impact on a community.
- Identify responsible citizenship in local, state, and national leaders, past and present.
- Identify and explain the importance of civic responsibility, e.g., obeying laws and voting.
- Explain the need for leaders in communities. Describe their roles and responsibilities.
- Suggest responsible courses of action in given situations and assess the consequences of irresponsible behavior.
- Explain the interactions of individuals and groups in the state and communities.
- Explain why it is important to respect the rights and/or property of others.
- Cite skills of good citizenship.
- Distinguish between school and community citizenship.
- Identify connections between the need for peace and the roles/responsibilities of others.
- Demonstrate the knowledge of democratic ideals through practice of citizenship skills.
- Demonstrate gospel values in group activities.
- Interact with people of other religions for peace and justice.
- Serve the school and church community as an active citizen.

Role of rules and laws and the basic structure of the US government.

- Determine the reasons for rules, laws, and the US Constitution.
- Determine the role of citizenship in the promotion of rules and laws.
- Discuss the consequences for people who violate rules and laws.
- Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
- Know the histories of important local and national landmarks, symbols, holidays and essential documents that create a sense of community among citizens and exemplify cherished ideals, e.g., the US flag, the bald eagle, the Statue of Liberty, the US Constitution, the Declaration of Independence, the US Capitol.
- Understand the three branches of government, with an emphasis on local government.
- Describe the lives of American heroes who took risks to secure our freedoms, e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, and Martin Luther King, Jr.

Authority, responsibility, and justice in a democratic society

- Cite the need for persons in positions of authority and judge the privileges and limitations of such positions.
- Suggest fair ways of distributing benefits and burdens.
- Evaluate procedures for dealing with problems and conclude which are more just.
- Distinguish between government and non-government bodies in the community.
- Summarize the elective process in the community and distinguish between elected and appointed officials.
- Understand how the location of a community affects the lives of its citizens, e.g., resources, lifestyles, etc.
- Analyze how individuals and families depend on government services and how governments depend on their citizens.

Relationships between people and their governments.

- Discuss the reasons why people have governments.
- Identify specific services that local governments provide.
- Identify local officials and explain their duties.
- Identify examples of human-environment interaction in the local and wider community.
- Give examples of and cite the need for taxes.
- Apply concepts of movement that link the local and other communities.
- Identify the political parties within the government.
- Distinguish the local region from other regions of which it is a part.
- Summarize how government services and activities have changed over time.

**DIOCESAN STRAND C History**

**OBJECTIVES**

How individuals can initiate change

- Analyze past and present changes which have occurred in communities.
- Describe the changes individuals, events, and ideas over time.
- Compare and contrast the family structure.
- Analyze the impact of change on the lives of people in communities studied.
- Predict logical future change in communities studied.
- Demonstrate that every individual is unique and contributes to our society.
- Examine religious and social concepts in the US.
- Use time and sequence, cause and effect in history.
- Identify current events that influence community.
- Discover current issues affecting daily life in the community.
- Compare methods of communication in the past with those of today.
- Identify different languages and ways people communicate with one another in various parts of the world.
- Compare and contrast different community environments.

Religious and other cultural traditions

- Identify and explain the importance of selected persons, patriotic symbols, and public observances.
- Distinguish between secular and religious symbols and explain why secular and religious holidays are celebrated as they are.
- Identify a variety of examples of cultural traditions from various regions of the United States.
- Identify key Catholics who influenced US history.
- Discuss the relationship of family and the Church.

Sequence of local historical events

- Describe how each period of settlement left its mark on the land.
- Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
- Trace why the community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

Influence of inventions and technology

- Describe and assess ways in which technology is used and influences the economy of a community.
- Identify and describe technology contributions made by community leaders.
- Identify the impact of technological change on communities.

## **DIOCESAN STRAND D Geography**

### **OBJECTIVES**

#### Geographic concepts and terminology

- Distinguish between various types of maps and globes and discuss their uses.
- Locate communities using appropriate source maps.
- Use geographic terminology to describe and explain variations in the physical environment.
- Compare how people adapt or modify the physical environment to meet their needs in different communities.
- Analyze the impact of geography on US settlements and their development.
- Evaluate the changes caused by people on physical features.
- Identify how a community's location is affected by climate.
- Identify how the community's geographic location affects the way people live.
- Use common map symbols.
- Identify land and water forms.
- Identify the cardinal directions.
- Use cardinal/intermediate directions to locate specific places.
- Use map scale to determine distance between two points.
- Use a variety of sources to gather information about the community, parish and other communities in the world.
- Apply understanding of climate and topography to communities studied.
- Recognize and identify on a map the states within the United States and major bodies of water: oceans, Great Lakes, rivers.
- Know absolute and/or relative locations of the local and other communities.
- Identify and depict topography as a force in the development of an area: transportation, climate, commerce.
- Use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
- Explain/demonstrate identification of physical characteristics of US and its relation to the world.

**DIOCESAN STRAND E Economics**

**OBJECTIVES**

Basic economic principle

- Define scarcity and name examples.
- Explain the impact of scarcity on goods and services.
- Identify our basic needs.
- Apply concepts of specialization and division of labor locally.
- Compare and contrast the division of labor in locally and globally.
- Identify and analyze economic resources of a community.
- Identify, discuss and explain reasons for economic interdependence of communities.
- Identify and evaluate the effectiveness of contributions of historic figures that have influenced the economies of communities.
- Draw relationships between unlimited wants and limited resources and cite examples from communities studied.
- Understand that some goods are made locally, elsewhere in the United States, or abroad.
- Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
- Discuss the relationship of students' "work" in school and their personal human capital.
- Explain how people use goods, services and resources for their wants.
- Discuss similarities among cultural groups because of trade, travel and communications.
- Discuss impact of Catholic social teaching on economic issues.

Economic resources

- Analyze the uses of economic resources in a variety of communities.
- State differences and similarities among various means of economic exchange.
- Recognize and explain reasons for economic interdependence in communities and regions.
- Describe the functions of banks in given communities.
- Describe the changing uses of a community's economic resources and predict logical future changes.
- Distinguish economic resources of the local community from those of other communities studied.
- Elaborate on selected aspects of the justice system.

Role of careers

- Recognize that work is related to the physical and social needs of the individual or groups within the community.
- Develop an awareness of requirements and characteristics of given career choices.
- Identify skills needed for good relationships with others.
- Explain why people specialize in different jobs and how this causes people to depend on others.

**DIOCESAN STRAND F Cultures, Customs and Diversity**

**OBJECTIVES**

Heroes who shape the culture of communities

- Identify the actions of heroic local and global leaders.
- Assess the heroic actions of characters in folktales and legends.
- Determine when students' families came to live in the community.
- Identify countries where family members may have lived in the past and consider ways they traveled to reach the U.S.
- Identify various community racial and ethnic groups and their places of origin.
- Analyze/appreciate the diverse groups that have influenced the heritage of the US.
- Compare and contrast world religions and differences in beliefs and practices.
- Demonstrate that people are alike and different.
- Investigate the contribution of racial, religious and ethnic groups in everyday life.
- Discuss diverse cultural contributions to US heritage.
- Identify customs/ ethnic heritage that influence values.
- Demonstrates peaceful strategies when interacting with other students.

## SKILLS APPLICATION

### Kindergarten through Eighth Grade

\*Skills should be applied as appropriate to the developmental stage of the student.  
(In addition to skills found in the link for the **North Carolina Standard Course of Study** the Diocese encourages the following application skills.)

#### APPLICATION\*

Strategies for reading social studies materials and for increasing social studies vocabulary.

- Distinguish fact and fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.
- Apply terms correctly, e.g. past, present, future, decade, century, and generation.

Strategies to access a variety of sources demonstrate the knowledge acquired.

- Distinguish between primary and secondary sources.
- Pose relevant questions about events they encounter in research.

Strategies to analyze, interpret, create, and use resources.

- Use information for problem solving, decision-making, and planning.
- Interpret timelines.
- Explain how the present is connected to the past, identifying similarities and differences.
- Judge the significance of the relative location of a place, e.g., proximity of a harbor, and analyze how relative advantages or disadvantages change.
- Summarize key events of a specific and explain the historical contexts of those events.
- Identify the human and physical characteristics of the places being studied and explain how those features form the unique character of those places.
- Identify and interpret the multiple causes and effects of historical events.
- Conduct cost-benefit analysis of historical and current events.

Written and oral decision making and problem-solving techniques for world issues.

Constructive interpersonal relationships.

- Explain the need for rules.
- Discuss actions local citizens could take to solve a problem.

Participation in civic affairs.

- Participate in a community/parish service activity.

Link to Skills in the North Carolina Standard Course of Study: <http://www.dpi.state.nc.us/curriculum/socialstudies/scos/2003-04/038skills>