

Social Studies Curriculum

Third Grade “Changes Over Time”

Although third graders are not ready for a formal study of history, they can begin to think about continuity and change in their own locality and nation. By exploring their locality and locating some of the features that were built by people who lived long ago, students can make contact with times past and with the people whose activities have left their mark on the land. Through studies of continuity and change in their locality, students explore the ways in which their locality continues to evolve. Finally, teachers introduce students to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of community for all of us.

Archdiocese of Santa Fe Standard 1:

History:

Students are able to identify important people and events; understand trends and movements; as well as analyze significant patterns, relationships, themes, ideas, beliefs and turning points in New Mexico, United States and world history. Students will evaluate historic and current events in the context of Catholic Social Principles and recognize the role of the Church in human history.

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land.		
1. Identify symbols and people of historical importance.	<ul style="list-style-type: none"> • Create a poster about a person or symbol of historical importance. 	
2. Define and measure time by years, decades, and centuries.	<ul style="list-style-type: none"> • Create three different time lines: one of years, one of decades, one of centuries. 	
3. Place local historical events in sequential order on a time line.	<ul style="list-style-type: none"> • Place local historical events on the time lines created above. 	

<p>4. Investigate changes in the community over time by using various resources in the areas of:</p> <ul style="list-style-type: none"> • Business • Architecture • Physical features • Religion • Education • Transportation • Technology • Jobs • Recreation 	<ul style="list-style-type: none"> • Create a film strip or PowerPoint showing the changes in (one of the areas) over a specific period of time. 	
<p>5. Explain how the Catholic Church’s teachings on Social Justice connect to events in daily life.</p>	<ul style="list-style-type: none"> • Write and illustrate a paragraph about your family’s religious traditions. 	

Archdiocese of Santa Fe Standard 2:

People in Societies, Cultural Diversity and Catholic Identity:

Students are able to explore, describe, compare and contrast the diverse nature of various cultures as reflected through their literature, language, arts, traditions, beliefs, values and behaviors. Students will describe, compare and contrast similarities and differences in the ways groups, societies, cultures and the Catholic Church address similar human needs and concerns while developing a respect for the dignity of human life.

Critical for Mastery in Grade 3

<p>LEARNING OUTCOMES (What students will be able to do, know, understand and value)</p>	<p>SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)</p>	<p>BEST PRACTICIES</p>
<p>Students will describe cultural similarities, differences, and connections among various cultures.</p>		
<p>1. Compare some of the cultural practices and products of various groups of people</p>	<ul style="list-style-type: none"> • Create a layered booklet comparing cultural practices and products of groups of people 	

<p>who have lived in the local community, including:</p> <ul style="list-style-type: none"> • Artistic expression • Religion • Language • Roles of group members • Food 	<p>from the local community.</p>	
<p>2. Describe the settlement patterns of various cultural groups within the local community.</p>	<ul style="list-style-type: none"> • Celebrate a class cultural fair recognizing cultures found in the local community. 	
<p>3. Compare the cultural practices and products of the local community with other communities in New Mexico, the United States, and a different country in the world.</p>	<ul style="list-style-type: none"> • Use a Venn diagram to compare the cultural practices or products of your local area with other areas in the state, country, or world. 	
<p>4. Discuss ways in which the Catholic Church helps the local community.</p>	<ul style="list-style-type: none"> • Write an imaginary TV interview with a leader of a local Catholic charitable organization. 	
<p>5. Explain how information or experiences may be interpreted differently by people from diverse cultural perspectives.</p>	<ul style="list-style-type: none"> • Write journal entries on different points of view (e.g., compare the Hispanic cultural <i>quinceanera</i> with the American tradition of celebrating Sweet Sixteen, or Cinco de Mayo and Fourth of July). 	
<p>6. Identify examples of local, national, and global community organizations and describe their influence.</p>	<ul style="list-style-type: none"> • Use internet or library resources to find information on International Red Cross, Catholic Relief Services, Salvation Army, UNICEF or other organizations. 	
<p>7. Identify the Native American groups living within the state of New Mexico.</p>	<ul style="list-style-type: none"> • Draw a map of New Mexico, labeling major cities and Native American Pueblos. 	
<p>8. Describe how cooperation and conflict affect neighborhoods and communities.</p>	<ul style="list-style-type: none"> • Imagine that you are starting a new community. Write five journal entries indicating how you would work with other nearby communities. Include some anticipated conflicts and how you would handle them. 	

Archdiocese of Santa Fe Standard 3:

Geography:

Students are able to use a variety of geographic tools in order to locate and distinguish among varying landforms and geographic features; and use maps of cities, regions, states, countries and the world to demonstrate understanding of relative location, direction, size and shape. Students will understand how physical, natural and cultural processes influence where people live, the ways in which people live and how societies interact with one another and their environments.

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Describe the physical and human characteristics of the local community and use maps, tables, graphs, photos, and charts to organize information about people, places, and environments.		
1. Use political maps, physical maps, and aerial photographs to ask and answer questions about the local community.	<ul style="list-style-type: none"> Map out a route and have classmates follow it on their own maps to see if they can find your chosen destination. 	
2. Identify ways that physical features affect and have been modified by the local community (e.g., building roads, clearing land for development, mining, constructing towns and cities).	<ul style="list-style-type: none"> Choose a physical feature and write a story about how it has impacted the local community – or what it would be like if that feature did not exist. 	
3. Describe how human and natural processes can sometimes work together to shape the appearance of places (e.g., post-fire reforestation).	<ul style="list-style-type: none"> Find before and after pictures that illustrate work done by federal, state, or local groups to rehabilitate areas damaged by human or natural disasters such as floods or forest fires. 	
4. Explore examples and consequences of environmental change in various regions (e.g., use of irrigation to improve crop yields, development of highway systems).	<ul style="list-style-type: none"> Invite someone who has lived in the area for many years to speak to the class about how things have changed. Find out what was in your neighborhood twenty, fifty, or one hundred years ago. How did environmental change affect local society? 	

5. Use a compass rose and cardinal directions to describe the relative location of places.	<ul style="list-style-type: none"> • Create a map of the school and use cardinal directions to tell how to get from one place to another. 	
6. Read and interpret maps by using the map title, map key, and the direction indicator to answer questions about the local community.	<ul style="list-style-type: none"> • Look at a map of the local area and find places of interest, such as hospitals, schools, parks. 	
7. Use a number/letter grid system to locate physical and human features on a map.	<ul style="list-style-type: none"> • Map your neighborhood using a number/letter grid. 	
8. Locate the equator, Arctic and Antarctic Circles, North and South Poles, Prime Meridian, the tropics, and the hemispheres on maps and globes.	<ul style="list-style-type: none"> • Label equator, Arctic and Antarctic Circles, North and South Poles, Prime Meridian, the tropics, and the hemispheres on the classroom globe. 	
9. Identify and describe the landforms and climate, vegetation, population, and economic characteristics of the local community.	<ul style="list-style-type: none"> • Create a four door foldable describing landforms and climate, vegetation, population, and economic characteristics of the local community. 	
10. Identify systems of transportation used to move people and products, and systems of communication used to move ideas from place to place.	<ul style="list-style-type: none"> • Create a list of modes of transportation and a list of methods of communication. 	

Archdiocese of Santa Fe Standard 4:

Economics:

Students are able to understand and explain basic economic principles and use economic reasoning skills to analyze the impact of economic systems (including the market economy) on individuals, families, businesses, communities, and governments. They can explain and demonstrate financial literacy about the role of money in everyday life and use economic reasoning and Catholic Social Teaching to compare and contrast different economic systems and how they interact from an historical and current point of view.

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICES
Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.		
1. Explain supply and demand – that people want more goods and services than it is possible to produce.	<ul style="list-style-type: none"> • Invent a new product that everybody will want. Create a flow chart showing what might happen when your supply will not keep up with their demand. 	
2. Explain how scarcity of resources affects personal decisions.	<ul style="list-style-type: none"> • Create a circle graph to determine whether your allowance will allow you to buy a certain toy, go to the movies, and buy ice cream. 	
3. Define and categorize resources: human, financial, natural, etc.	<ul style="list-style-type: none"> • Make a class bulletin board showing different types and categories of resources. 	
4. Identify the characteristics of renewable and non-renewable resources.	<ul style="list-style-type: none"> • Expand the above bulletin board by grouping resources as renewable and non-renewable. Discuss similarities of characteristics. 	
5. Identify a variety of products that use similar resources.	<ul style="list-style-type: none"> • Choose a resource and make a list of products that use that resource. 	
6. Identify people who purchase goods and services as consumers and people who make profits as producers.	<ul style="list-style-type: none"> • Create a flow chart to show the producers and consumers of a certain product (e.g., wheat to flour to bread to sandwiches for lunch). 	
7. Categorize economic activities as examples of production or consumption.	<ul style="list-style-type: none"> • Make a collage of producers and consumers. 	
8. Discuss reasons that a person would save money.	<ul style="list-style-type: none"> • Write a journal entry about why and for what you would save money. 	
9. Identify currency, credit, debit, and checks as basic mediums of exchange in Western society.	<ul style="list-style-type: none"> • Cut out magazine pictures to create a poster showing different media of exchange and what items might be purchased using each. 	
10. Explain how the local community is an	<ul style="list-style-type: none"> • Create a web, interconnecting buyers and 	

example of a market where buyers and sellers exchange goods and services.	sellers in your community.	
11. Identify examples of economic competition in the local community.	<ul style="list-style-type: none"> Compare the price of certain items at local fast food outlets. 	
12. Understand how businesses operate in a free enterprise system like we have in the United States.	<ul style="list-style-type: none"> Ask someone to speak to the class about their business. Figure out how the free enterprise system affects the business. 	
13. Describe how transportation and communication networks are used in daily life.	<ul style="list-style-type: none"> On a map, locate main federal and state highways that go through your state. List other states those roads travel through before they end. 	

Archdiocese of Santa Fe Standard 5:

Government, Civics and Citizenship:

Students are able to identify the ideals, rights and responsibilities of citizenship; explain government and its role and responsibilities to society; identify and distinguish various forms of government; examine historical documents and the impact they had on the development of government particularly the United States and New Mexico; and describe how government functions at local, state, tribal and national levels. Students will analyze the causes, consequences, and possible solutions to persistent, contemporary and emerging city, state, national and world problems in light of Catholic Social Teaching.

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
Students understand the role of rules and laws in our daily lives, and the basic structure of government.		
1. Identify leaders such as Mayor, Governor, and President.	<ul style="list-style-type: none"> Make a poster of the Mayor, Governor, or President and present it to the class. 	
2. Explain how leaders are elected by the people.	<ul style="list-style-type: none"> Have a classroom mock election. 	

3. Explain the stories and meanings behind state, national, and international symbols, landmarks, and essential documents.	<ul style="list-style-type: none"> • Research online sites and create a PowerPoint presentation of state, national, or international symbols, landmarks, or essential documents. 	
4. Explain how symbols, songs, icons, and traditions combine to reflect certain cultures over time.	<ul style="list-style-type: none"> • Write a tall tale that incorporates symbols, songs, icons, and traditions of New Mexico or the United States. 	
5. Describe ways in which people help to make a community a better place to live.	<ul style="list-style-type: none"> • Write a thank you note to a person who is an everyday hero, such as policeman, teacher, firefighter, doctor, volunteer. 	
6. Explain the significance of participation and cooperation in a classroom and community.	<ul style="list-style-type: none"> • Compare the way your class runs with how your community runs. 	
7. Understand the impact of individual and group decisions on communities in a democratic society.	<ul style="list-style-type: none"> • Find out what individuals or groups make decisions in your community. 	
8. Explain the significance and process of voting.	<ul style="list-style-type: none"> • Obtain a copy of a ballot. See what people and ideas are being voted on. Find out what the election results were. 	
9. Explain the basic structure and functions of local governments, including: <ul style="list-style-type: none"> • Promoting order and security • Making laws • Settling disputes • Providing public services • Protecting the rights of individuals 	<ul style="list-style-type: none"> • Invite a local government official to visit the class and tell what they do. Afterwards, make a chart to show what that person does to promote order and security, make laws, settle disputes, provide public services, or protect the rights of others. 	
10. Identify goods and services provided by local government, why people need them, and sources of funding (taxation).	<ul style="list-style-type: none"> • Create a three column chart identifying goods and services, why we need them, sources of funding. 	
11. Define power, authority, and public good.	<ul style="list-style-type: none"> • Use a dictionary or the internet to look up the definitions of power, authority, and public good and write them in your journal. List some examples of actions taken for the “public good.” 	
12. Describe how the majority protects the rights of the minority.	<ul style="list-style-type: none"> • Divide your class by age and indicate which group is the majority or minority. Create a 	

	skit showing what the majority can do to help the minority.	
13. Explain how rules and laws are made and compare different processes used by local, state, tribal, and national governments to determine rules and laws.	<ul style="list-style-type: none"> • Make a time line showing the process of making a law. 	
14. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).	<ul style="list-style-type: none"> • Have students create skits demonstrating the use of power without legitimate authority. Discuss what they, as Catholics, should do. 	
15. Explain how New Mexico helps to form a nation with other states.	<ul style="list-style-type: none"> • Make a puzzle map with New Mexico missing or as a part of Mexico. Write a paragraph describing how that would affect our nation and our state. 	
16. Identify the three branches of national government.	<ul style="list-style-type: none"> • Draw a tree with roots, a trunk, and three branches. Label roots with U.S. Constitution, trunk with National Government, the branches with Executive, Legislative, and Judicial. 	
17. Discuss the lives of American heroes who took risks to secure freedoms (e.g., biographies of Martin Luther King, Jr., Thomas Jefferson, Benjamin Franklin, Frederick Douglass, Abraham Lincoln, and Harriet Tubman).	<ul style="list-style-type: none"> • Write a biography of an important American hero. Present it orally to the class. 	

Archdiocese of Santa Fe Standard 6:

Social Studies Skills, Methods and Technology:

Students are able to effectively use critical thinking, research, communication and technology to obtain and use information from oral, visual, print, and electronic sources, both primary and secondary. They can evaluate the reliability and credibility of sources, both fact and opinion; organize and interpret information and communicate orally, visually and in writing; and analyze and synthesize information in order to draw conclusions and to make inferences and predictions. Students will apply the teachings of the Catholic Church as they evaluate the quality and effectiveness of sources of information and effectively share, exchange, explore and question facts and opinions. Knowledge and use of Social Studies skills, methods and technology are integrated throughout the curriculum.

Critical for Mastery in Grade 3

LEARNING OUTCOMES (What students will be able to do, know, understand and value)	SAMPLE ASSESSMENTS/STRATEGIES (What evidence will demonstrate that students have achieved the Learning Outcome)	BEST PRACTICIES
Students will use critical thinking, research, communication, technology, and study skills to learn about their communities.		
1. Obtain information about issues from a variety of sources, including: <ul style="list-style-type: none"> • Maps • Photos • Oral histories • Newspapers • Letters • Artifacts • Documents 	<ul style="list-style-type: none"> • Present a current events report to the class using maps, photos, oral histories, newspapers, letters, artifacts, and documents. 	
2. Locate information using various parts of a resource: <ul style="list-style-type: none"> • Table of Contents • Illustrations • Index • Glossary 	<ul style="list-style-type: none"> • Using your textbook, locate information about a person, place, or thing, using the glossary to define appropriate terms. 	
3. Read and interpret pictographs, bar	<ul style="list-style-type: none"> • Create a layered booklet with examples of 	

graphs, line graphs, time lines, and charts.	Social Studies data collection and methods of showing results.	
4. Communicate information visually.	<ul style="list-style-type: none"> • Create a travel brochure for your community using publishing software. 	