

2021-2022 Third Grade Social Studies Year at a Glance

Dates	Cluster
8/12 - 9/3 3 weeks + 2 days	Cluster 1 Characteristics and Acts of Good Citizens
9/7 - 11/5 9 weeks	Cluster 2 Governing Our Communities and Nation
11/8 - 12/17 5 weeks	Cluster 3 Celebrating Regions and Their Cultures
1/4 - 2/4 5 weeks	Cluster 4 Impacts of the Physical Environment on Human Life
2/7 - 4/1 7 weeks	Cluster 5 Individuals and Their Impact on Communities
4/4 - 5/20 7 weeks	Cluster 6 Economics and Our Community

Third Grade Social Studies Scope and Sequence
Third Grade Essential Standards Vertical Alignment

Cluster 1: Characteristics and Acts of Good Citizens

The Social Studies skills should be embedded daily throughout student learning opportunities. The following standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills.

3.14 Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including technology. The student is expected to:


- 3.14.A gather information, including historical and current events, and geographic data, about the community, using a variety of resources;
- 3.14.B interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing and contrasting; and
- 3.15.C interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps.

3.15 Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- 3.15.A use social studies terminology correctly;
- 3.15.B create and interpret timelines;
- 3.15.C apply the terms year, decade, and century to describe historical times
- 3.15.D express ideas orally based on knowledge and experiences
- 3.15.E create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas

3.16 Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:

- 3.16.A use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution.

Cluster 1: Characteristics and Acts of Good Citizens	Knowledge and Skills	3.9 Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to:
	Readiness <i>*Essential</i> 	3.9(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting 3.9(A) Characteristics of Good Citizenship Pre Assessment/Digital Option
Suggested Pacing: 8/12 - 9/3 3 weeks + 2 days	Supporting	3.9(B) identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship
	Supporting	3.9(C) identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting
	Supporting	3.9(D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good

Cluster 2: Governing Our Communities and Nation & Celebrate Freedom Week

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Celebrate Freedom Week: September 13th -17th

State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week. Each year, during the week that includes September 17, Texas schools honor Celebrate Freedom Week (TEC § 29.907) to highlight the values and ideals on which the United States was founded as well as the sacrifices that were made for freedom in the founding of our country. Students learn about the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights. Students also examine the relationship between the ideas in these documents and subsequent American history. Celebrate Freedom Week coincides with Constitution Week, established by the U.S. Congress to encourage all Americans to learn about the Constitution. Both Celebrate Freedom Week and Constitution Week focus on September 17, the date in 1787 when delegates to the Constitutional Convention signed the Constitution. Congress has also designated September 17 of each year as Constitution Day.

Each school district shall require that, during Celebrate Freedom Week prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text:

"We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

Cluster 2: Governing Our Communities and Nation and Celebrating Freedom Suggested Pacing: 9/7 - 11/5 9 weeks	Knowledge and Skills	3.1 History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:
	Readiness <i>*Essential</i>	3.1(A) describe how individuals, events, and ideas have changed communities, past and present; 3.1(A) Historical Figures Impact on Communities Pre Assessment/Digital Option
	Supporting	3.1(B) identify individuals, including Pierre-Charles L'Enfant and Benjamin Franklin, who have helped to shape communities; and
	Supporting	3.1(C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.
	Knowledge and Skills	3.2 History. The student understands common characteristics of communities, past and present. The student is expected to:
	Readiness	3.2(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being; and
Readiness <i>*Essential</i>	3.2(B) compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation. 3.2(B) Meeting Needs in Communities Pre Assessment/Digital Option	

	Knowledge and Skills	3.7 Government. The student understands the basic structure and functions of various levels of government. The student is expected to:
	Readiness	3.7(A) describe the basic structure of government in the local community, state, and nation;
	Readiness	3.7(B) identify local, state, and national government officials and explain how they are chosen; and
	Supporting	3.7(C) identify services commonly provided by local, state, and national governments
	Knowledge and Skills	3.8 Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:
	Supporting	3.8(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and
	Readiness <i>*Essential</i>	3.8(B) describe the concept of "consent of the governed" 3.8(B) 'Consent of the Governed' Pre Assessment/Digital Option

Cluster 3: Celebrating Regions and Their Cultures

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Cluster 3: Celebrating Regions and Their Cultures Suggested Pacing: 11/8 - 12/17 5 weeks	Knowledge and Skills	3.4 Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:
	Readiness	3.4(A) use cardinal and intermediate directions to locate places on maps and globes in relation to the local community;
	Supporting	3.4(B) use a scale to determine the distance between places on maps and globes; and
	Readiness	3.4(C) identify, create and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system.
	Knowledge and Skills	3.10 Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:
	Supporting	3.10(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities;
	Supporting	3.10(B) compare ethnic and/or cultural celebrations in the local community with other communities.
	Knowledge and Skills	3.12 Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:
	Supporting	3.12(A) identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities

Cluster 4: Impacts of the Physical Environment on Human Life

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Cluster 4: Impacts of the Physical Environment on Human Life Suggested Pacing: 1/4 - 2/4 5 weeks	Knowledge and Skills	3.3 Geography. The student understands how humans adapt to and/or modify the physical environment. The student is expected to:
	Supporting	3.3(A) describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards;
	Readiness <i>*Essential</i>	3.3(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and 3.3(B) Adapt or Modify Physical Environment Pre Assessment/Digital Option
	Readiness	3.3(C) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape

Cluster 5: Individuals and Their Impact on Communities

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

Cluster 5: Individuals and Their Impact on Communities Suggested Pacing: 2/7 - 4/1 7 weeks	Knowledge and Skills	3.11 Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:
	Supporting	3.11(A) identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains; and
	Supporting	3.11(B) identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes
	Knowledge and Skills	3.13 Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:
	Supporting	3.13(A) identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur and others; and
	Readiness <i>*Essential</i>	3.13(B) describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities. 3.13(B) Impact of Scientific Breakthroughs Pre Assessment/Digital Option
	ELAR Knowledge and Skills	3.13 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
	ELAR: Strand 7 Inquiry and research	3.13(A) generate questions on a topic for formal and informal inquiry
		3.13(B) develop and follow a research plan with adult assistance
		3.13(C) identify and gather relevant information from a variety of sources
3.13(D) identify primary and secondary sources		
3.13(E) demonstrate an understanding of information gathered		
3.13(F) recognize the difference between paraphrasing and plagiarism when using source materials		
3.13(G) create a works cited page		
3.13(H) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results		

Cluster 6: Economics and Our Community

The Social Studies skills should be embedded daily throughout student learning opportunities. These standards support students' application of critical-thinking, problem-solving, decision-making, and communication skills. (see page 1)

<p>Cluster 6: Economics and Our Community</p> <p>Suggested Pacing: 4/4 - 5/20 7 weeks</p>	Knowledge and Skills	3.2 History. The student understands common characteristics of communities, past and present. The student is expected to:
	Readiness	3.2(A) identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being; and
	Knowledge and Skills	3.5 Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:
	Readiness <i>*Essential</i>	3.5(A) identify ways of earning, spending, saving, and donating money; and 3.5(A) Earn, Spend, Save, and Donate Pre Assessment/Digital Option
	Supporting	3.5(B) create a simple budget that allocates money for spending and saving
	Knowledge and Skills	3.6 Economics. The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to:
	Supporting	3.6(A) explain how supply and demand affect the price of a good or service;
	Supporting	3.6(B) define and identify examples of scarcity;
	Supporting	3.6(C) explain how the cost of production and selling price affect profits; and
	Supporting	3.6(D) identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses.