

The third grade curriculum provides an introduction to U.S. geography and national government. A strong emphasis on developing map skills is continued from the second grade curriculum. Students should be able to make meaningful connections between the physical geography and natural resources of a region and the culture and lifestyles of the people who live there. History is taught throughout the year by using themes and learning more about our holidays. Current events are taught throughout the year. The integration of writing skills into the curriculum, as well as making links to other curriculum areas is important.

Quarter				Concepts and Skills	Graphs, Charts, Tables, Maps, Globes	Instructional Shifts										
1	2	3	4			Informational Text	Close Read Strategy	Tier II Vocab	Evidence Based	Research & Media Skills	Writing Element	Speaking Element				
				CATHOLIC IDENTITY												
				SS.3.1	The student will demonstrate skills that will complement the scope of social studies, including the ability to:											
				SS.3.1a	Incorporate Catholic Social Teachings and civic responsibilities throughout the curriculum:											
					i. Life and dignity of the human person											
					ii. Call to family community and participation											
					iii. Rights and responsibilities											
					iv. Options for the poor and vulnerable											
					v. The dignity of work and the rights of workers											
					vi. Solidarity											
					vii. Care for God's creation											
				SS.3.1b	Employ age appropriate higher order thinking skills and decision-making activities with special attention placed on Christian morals and ethics											
				SS.3.1c	Incorporate virtues designated for this grade level (Justice/Fairness and Fortitude)											
				MAP SKILLS												
				SS.3.2	The student will develop map skills by:											
				SS.3.2a	Identify and use a compass rose (cardinal and intermediate directions), a map key and its symbols, map scale, mileage chart (road maps), and latitude and longitude											
				SS.3.2b	Identify and use different types of maps											
					i. political											
					ii. physical											
					iii. road											

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				iv. weather							
				SS.3.2c Locate places within the United States on maps and globes							
				i. cities							
				ii. special attractions (capitals)							
				iii. regions							
				iv. physical features							
				SS.3.2d Examine local maps and locate given places							
				i. school							
				ii. home							
				SS.3.2e Position and label the seven continents and four oceans							
				SS.3.2f Identify the four hemispheres using the equator and prime meridian							
				SS.3.3 The student will develop map skills by using maps, globes, photographs, pictures, and tables to locate the fifty states by region:							
				i. Northeast							
				ii. Southeast							
				iii. Midwest							
				iv. Southwest							
				v. West							
				SS.3.4 The student will describe each region:							
				SS.3.4a a. Begin to use latitude and longitude to determine absolute location of specific cities							
				SS.3.4b b. Identify relative location of Texas to other states							
				SS.3.4c Climate							
				SS.3.4d Waterways							
				i. Atlantic and Pacific Oceans							
				ii. Mississippi, Missouri, Ohio, Columbia, Colorado, and Rio Grande Rivers							
				iii. Great Lakes							
				iv. Gulf of Mexico							
				SS.3.4e Landforms							

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1	2	3	4					Tier II Vocab	Evidence Based	Research & Media Skills	Writing Element	Speaking Element	
				i. Appalachian and Rocky Mountains									
				ii. Atlantic Coastal Plain, Gulf Coastal Plain									
				iii. Great Lakes Coastal Plain									
				iv. Central Plains									
				SS.3.4f Similarities and differences of regions									
				SS.3.4g Major cities									
				i. capital city of United States-Washington DC									
				ii. one or two major cities of a region									
				iii. Austin, Texas									
				SS.3.4h Way of life									
				i. housing									
				ii. clothing									
				iii. food									
				iv. businesses									
				v. pollution (to be presented in a "general fashion" with one or two examples per region)									
				SS.3.4i How people earn a living within a region and the relationship to the region's geography and climate									
				SS.3.4j Transportation over time									
				i. people									
				ii. goods									
				SS.3.4k Communication over time									
				INTRODUCTION OF GOVERNMENT									
				SS.3.5 The student will recognize the three branches and functions of the national government:									
				SS.3.5a Executive Branch (the President and Vice President; student should be able to name the current leaders)									
				SS.3.5b Legislative Branch (the Congress)									
				i. Senate (two per state for a total of 100 senators; voted in by the people)									
				ii. House (number per state based on population; voted in by the people)									

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				SS.3.5c	Judicial Branch (the Supreme Court; appointed by the President)							
				SS.3.6	The student will recognize the basic structure and function of the local and state government							
				SS.3.7	The student will recognize the need for federal and state laws:							
				SS.3.7a	Brief review of community services and government							
				SS.3.7b	Need for taxes and relationship to services							
				SS.3.7c	Types of services provided by national government, (e.g. national defense, national parks, etc.)							
				SS.3.7d	Types of services provided by state government							
				SS.3.8	The student understands important ideas in historical documents at various levels of government.							
				SS.3.8a	Identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights							
				SS.3.8b	Describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government							
				SS.3.8c	Students recite and understand 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." TEC, §29.907							
					ECONOMICS							

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				SS.3.9	The student understands the concept of the free enterprise system							
				SS.3.9a	Define and identify examples of scarcity							
				SS.3.9b	Explain the impact of scarcity on the production, distribution, and consumption of goods and services							
				SS.3.9c	Explain the concept of a free market as it relates to the U.S. free enterprise system							
				SS.3.10	The student understands how businesses operate in the U.S. free enterprise system							
				SS.3.10a	Identify examples of how a simple business operates							
				SS.3.10b	Explain how supply and demand affect the price of a good or service							
				SS.3.10c	Explain how the cost of production and selling price affect profits							
				SS.3.10d	Explain how government regulations and taxes impact consumer costs							
				SS.3.10e	Identify individuals, past and present, who have started new business to include Henry Ford, Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton.							
					CITIZENSHIP							
				SS.3.11	The student understands characteristics of good citizenship as exemplified by historical and contemporary figures.							
				SS.3.11a	Identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship							
				SS.3.11b	Identify and explain the importance of individual acts of civic responsibility including obeying laws, serving the community, serving on a jury, and voting.							

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				<i>CURRENT EVENTS</i>							
				SS.3.12 The student will read and understand current events in our world through a regular classroom resource such as <i>Scholastic News, Weekly Reader, or Time for Kids</i>							
				SS.3.12a Complete a report on as least two current events during the year addressing:							
				i. who							
				ii. What							
				iii. Where							
				iv. When							
				v. why							
				SS.3.13 The student will review and expand information on holidays in the United States through the above curriculum as well as through integration with the Liturgical Calendar in religion.							