



North Carolina Department of Public Instruction

## **INSTRUCTIONAL SUPPORT TOOLS**

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

### ***Essential Standards: Third Grade Social Studies • Unpacked Content***

For the new Essential Standards effective in all North Carolina Public Schools in the 2012-13 school year.

#### **What is the purpose of this document?**

To increase student achievement by ensuring educators understand what the new standards require a student must know, understand and be able to do.

#### **What is in the document?**

The “unpacking” of the standards in this document answers a simple question, “What does this standard require a student to understand, to know and be able to do?” and to ensure the description is helpful, specific and comprehensive for educators. This tool also provides definitions and key terminology frequently used and identified within the North Carolina Essential Standards for Social Studies. Key terms in bold, correspond to those that likely appear in the new standards, classroom instruction, and comprehensive assessments (formative, interim, and summative). You may also find a list of key terminology at the end of this document in Appendix A. This list is not exhaustive, but seeks to address key terms and definitions critical in building student knowledge and understanding in the content area. The terms are to enhance the student’s ability to make connections across disciplines and in the real world and not for basic recall or memorization.

#### **How do I send Feedback?**

The explanations and examples in this document are specific and helpful. As this document is used, teachers and educators will find ways in which this tool can be improved and made even more useful. Please send feedback to [feedback@dpi.nc.gov](mailto:feedback@dpi.nc.gov) and your input will help to refine our instructional tool. Thank You!

#### **Just want the standards alone?**

The stand alone standards are located at <http://www.ncpublicschools.org/acre/standards/new-standards/#social>.

Note on Numbering: **H**–History, **G**–Geography and Environmental Literacy, **E**–Economic and Financial Literacy, **C&G**–Civics and Government, **C**–Culture

# History

## Essential Standard:

3.H.1 Understand how events, individuals and ideas have influenced the history of local and regional communities.

Concept(s): Leadership, Values and Beliefs, Settlement Patterns, Resources

## Clarifying Objectives

## Unpacking

What does this standard require a student to understand, know and do?

3.H.1.1 Explain key historical events that occurred in the local community and regions over time.

### The student will understand:

- Historical events can have effects on the local community or regions over time.
- Past events may cause communities and regions to undergo political, economic, or social change.

### The student will know:

- The difference between a community and a region (e.g., a community is a local area, a region contains a number of communities)
- Examples of historical events and their impacts on communities and regions.

**For example:** Europeans and other settlers came to North America and developed different rules for government that are present today. [Interactions between American Indians and European settlers](#) led to disruptions in American Indian life and culture.

*Note: (Historical events may include: [The Revolutionary War](#), the advent of [slavery](#), the [Civil War](#), the [Industrial Period](#), the [Civil Rights Movements](#), [World War One](#), [World War Two](#), etc.)*

3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.

### The student will understand:

- The actions of diverse individuals and groups shape local communities and regions over time.

### The student will know:

- Examples of diverse historical figures and groups.
- Ways diverse historical figures and groups have made contributions to communities and regions.

	<p><b>For example:</b> contributions may include scientific, artistic, literary, industrial, etc. (<a href="#">Booker T. Washington</a> and Tuskegee, <a href="#">Horace Mann</a> and public schools, <a href="#">Salvador Dali</a> and the arts).</p> <p><i>Note: Be sure to include local historic figures when teaching this objective.</i></p>
<p>3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Communities and regions often develop around shared philosophical ideas and common goals.</li> <li>• Ideas of how people live, work, and play can dictate the organization and development of a community or region.</li> <li>• Conflict over ideas between groups can lead to compromise on how to live within a community.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of ideas that lead to the development of a local community or region.</li> <li>• The traditions and interactions between groups in local communities and regions affect the economic development and the cultural make-up of a community.</li> <li>• How ideas about technological innovations impact local communities and regions.</li> <li>• How people adapt and modify their environment based on philosophical perspectives.</li> <li>• How human values, beliefs and environmental features affect development.</li> </ul>
<p><b>Essential Standard:</b>  <b>3.H.2 Use historical thinking skills to understand the context of events, people and places.</b></p> <p><b>Concept(s) Change, Perspective</b></p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  What does this standard require a student to understand, know and do?</p>
<p>3.H.2.1 Explain change over time through historical narratives (events, people and places).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Synergy between people, events and places shape the progress of history.</li> <li>• Narratives can be used to explore the contributions of people and the impact of events in history.</li> </ul>

	<p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of historical narratives (both <a href="#">primary and secondary sources</a>).</li> </ul> <p><b>For example:</b> <a href="#">biographies</a>, <a href="#">autobiographies</a>, <a href="#">historical essays</a>, diaries, and letters</p> <ul style="list-style-type: none"> <li>• Historical narratives are true events in history written in a story based form that explain the past.</li> <li>• Historical narratives are used to tell how and why change takes place in past events, people and places.</li> <li>• How historians <a href="#">use primary and secondary sources</a> to explain historical events.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Primary sources</b> provide a first-hand account or direct evidence on a topic under investigation. They are created by witnesses or recorders who experienced the events or conditions being documented. While primary sources are often created at the time when the events or conditions occurs, sources may also include autobiographies, memoirs, and oral histories recorded later. Other examples of primary sources are letters, diaries, maps, drawings, laws, and statutes.  <a href="http://www.yale.edu/collections_collaborative/primarysources/primarysources.html">http://www.yale.edu/collections_collaborative/primarysources/primarysources.html</a>  <a href="http://www.primarysource.org/what-is-a-primary-source">http://www.primarysource.org/what-is-a-primary-source</a>  <a href="http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources">http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources</a></li> <li>• <b>Secondary sources</b> are sources that historians use to interpret and reconstruct past events or developments that are not first-hand observations.  <a href="http://dese.mo.gov/divimprove/curriculum/GLE/documents/ss_glossary_030509.pdf">http://dese.mo.gov/divimprove/curriculum/GLE/documents/ss_glossary_030509.pdf</a>  <a href="http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources">http://library.ucsc.edu/help/howto/distinguish-between-primary-and-secondary-sources</a></li> </ul>
<p>3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Historical sources from multiple points of view can be used to develop a deeper understanding of events in the past.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• There is more than one perspective of a historical event.</li> </ul>

	<ul style="list-style-type: none"> <li>• Examples of multiple perspectives.</li> </ul> <p><b>For example:</b> Primary source - <a href="#">diary entry from a plantation owner</a> as compared to an <a href="#">editorial from an abolitionist publication</a>.</p> <ul style="list-style-type: none"> <li>• Historical narratives provide multiples perspectives of history.</li> <li>• Historical sources including artifacts, pictures and documents provide evidence of what happened in the past.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Multiple perspectives</b>, in historical analysis and interpretation, entails viewing history through the lens of many different and heterogeneous viewpoints, representations and roles in order to create the most accurate historical narrative</li> </ul> <p><a href="http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/3.-historical-analysis-and-interpretation">http://www.nchs.ucla.edu/Standards/historical-thinking-standards-1/3.-historical-analysis-and-interpretation</a></p>
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<b>Geography and Environmental Literacy</b>	
<p><b>Essential Standard:</b>  <b>3.G.1 Understand the earth’s patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).</b></p> <p><b>Concept(s):</b> Place, Location, Human-Environment Interaction, Movement, Region</p>	
<b>Clarifying Objectives</b>	<b>Unpacking</b> What does this standard require a student to understand, know and do?
3.G.1.1 Find absolute and relative locations of places within the local community and region.	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Landmarks or points of interest can be used to determine the location of a place.</li> <li>• Geographic coordinates can navigate people to specific places or locations.</li> </ul> <p><b>The student will know:</b></p>

	<ul style="list-style-type: none"> <li>• <a href="#">Absolute and relative locations</a> describe the positions of places on the earth’s surface.</li> <li>• The difference between absolute and relative locations. <b>For example:</b> Absolute locations of places such as a home or school address</li>   <li>• <b>For example:</b> Relative locations of places such as where the school is located in relation to the fire department.</li>   <li>• How to use a map and a globe to find locations of places.</li> <li>• <a href="#">How to use maps</a> to describe the location of places within the local community and region by applying geographic concepts such as absolute and relative location, direction, and scale.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Find absolute (e.g., definitive vicinity) and relative (e.g., approximate vicinity) locations of places within the local community and region on a map or globe.</li> <li>• Use geographic tools to find specific places within a community or region.</li> </ul>
3.G.1.2 Compare the human and physical characteristics of places.	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Places develop and change due to human and physical characteristics.</li> <li>• The similarities and differences in places are often based on human and physical characteristics.</li> <li>• Human characteristics of a place can reflect adaptations or changes to the physical characteristics of an environment.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Human and cultural characteristics</a> of a place result from human beliefs and actions.</li> </ul> <p><b>For example:</b> bridges, houses, parks, population, language, religion, architecture, land use, density of population, language patterns, religion, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Physical characteristics</a> of a place make up its natural environment and how people adapt or change it.</li> </ul> <p><b>For example:</b> landforms, bodies of water, climate, soils, natural vegetation, animal life, etc..</p>

	<ul style="list-style-type: none"> <li>• How to compare the human and physical characteristics of the local community with those of another community.</li> <li>• The process of observing, exploring and comparing human and physical characteristics of places.</li> <li>• The definition of time zones and how they are determined.</li> </ul>
<p>3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• In order for a community to thrive, it is necessary for people to properly maintain the balance between the environment and the community.</li> <li>• The availability of resources may determine the success or failure of a local community.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Ways humans depend on the natural environment for their basic needs.</li> </ul> <p><b>For example:</b> food, clothing and shelter</p> <ul style="list-style-type: none"> <li>• Examples of how people modify their environment to meet their needs.</li> </ul> <p><b>For example:</b> build dams, plow and irrigate fields, build houses, schools, shopping centers, etc.</p>
<p>3.G.1.4 Explain how the movement of goods, people and ideas impact the community.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Places are often interconnected through the movement of goods, people and ideas.</li> <li>• Local communities often change as a result of the influx of new ideas and people.</li> <li>• The movement of goods, people and ideas can transform a community.</li> </ul> <p><b>For example:</b> literature, art, music, sports, immigration, transportation, import and export of goods, etc.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• How to define movement.</li> <li>• Ways movement of people, goods and ideas can change a community.</li> </ul> <p><b>For example:</b> When European settlers moved to North America, <a href="#">the introduction of horses</a></p>

	<p>impacted the American Indian population throughout western North America.</p> <p><b>For example:</b> Europeans brought with them <a href="#">new ideas about land ownership</a>, which impacted the American Indian population throughout the Americas.</p> <ul style="list-style-type: none"> <li>• When people move, it can have impacts on various communities (immigration, migration, cultural diversity, the environment).</li> <li>• People rely on products, information and ideas that come from places beyond their local community.</li> <li>• People rely on new forms of transportation and communication for moving people, goods and ideas within the local community.</li> <li>• How similarities among Americans are shaped by shared ideas.</li> </ul>
<p>3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions, community, state, nation and world.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Human ideas help characterize the identity of a community or region..</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Regions</a> are defined by culture, demographics, economics and geography.</li> <li>• Examples of characteristics of each element that defines a region.</li> </ul> <p><b>For example:</b> landforms define a geographic region, industry defines an economic region, language defines a cultural region, etc.</p>
<p>3.G.1.6 Compare various regions according to their characteristics.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Regions are distinguished from each other by their features, functions, culture, and geography.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">A region</a> is a basic unit of geographic study. It is defined as an area that has unifying characteristics.</li> <li>• Different types of features such as physical, political, cultural, urban and rural characterize regions.</li> </ul>



	<p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of visual materials and data sources to compare regions.</li> </ul>
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**Economics and Financial Literacy**

**Essential Standard:**  
**3.E.1 Understand how the location of regions affects activity in a market economy.**

**Concept(s): Supply and Demand, Location, Resources**

<b>Clarifying Objectives</b>	<b>Unpacking</b> What does this standard require a student to understand, know and do?
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<p>3.E.1.1 Explain how location impacts supply and demand.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Location of resources can affect their availability and price.</li> <li>• Scarcity may dictate the economic choices of individuals.</li> </ul> <p style="text-align: center;"><b>For example:</b> careers, leisure activities, foods, manufactured products, etc.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Examples of scarcity in relation to economic decision making.</li> <li>• Ways different locations can impact supply and demand of goods and services.</li> <li>• Examples of the relationship between <a href="#">supply and demand</a>.</li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Supply and demand</b> is a major economic concept that, in a market economy, helps to determine the price of goods and services. Supply is the quantities of a good or service that is made available for sale at different prices. Demand refers to the quantities of a good or serve that a buyer is willing and able to purchase at different prices.</li> </ul> <p><a href="http://www.investopedia.com/university/economics/economics3.asp#axzz1oHKF21qA">http://www.investopedia.com/university/economics/economics3.asp#axzz1oHKF21qA</a></p>
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<p>3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Access to resources can facilitates or weakens economic growth in regions. .</li> <li>• People’s decisions to locate, develop and make use of natural resources in particular regions will influence economic development.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Natural resources</a> are substances that exist in the earth and are not made by human beings such as oil, water, coal, land, etc.</li> <li>• Examples of how regions access natural resources.</li> <li>• Examples of regions where resources and economic growth influence each other. For examples: Coastal region – fishing industry, Plains region – beef cattle industry, Mountainous region – snow skiing industry. etc.</li> </ul>
<p><b>Essential Standard:</b>  <b>3.E.2 Understand entrepreneurship in a market economy.</b></p> <p><b>Concept(s):</b> Entrepreneurs, Innovation, Opportunity, Resources</p>	
<p><b>Clarifying Objectives</b></p>	<p><b>Unpacking</b>  What does this standard require a student to understand, know and do?</p>
<p>3.E.2.1 Explain why people become entrepreneurs.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Innovation and opportunity encourage people to take risks as entrepreneurs.</li> <li>• Economic independence drives people to become entrepreneurs.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• That <a href="#">entrepreneurs</a> are individuals who create a new business providing a product or service with a new idea.</li> <li>• Opportunities and risks are involved in being an entrepreneur.  <b>For example:</b> an opportunity - to own your own business and be the boss.  <b>For example:</b> a risk – to lose money or not profit from the business.</li> <li>• Reasons people become entrepreneurs are to serve their community, financial security, stable income, or to be their own boss, among others.</li> <li>• Examples of innovations that promote entrepreneurship (e.g., the Internet).</li> </ul>

<p>3.E.2.2 Give examples of entrepreneurship in various regions of our state.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Entrepreneurs often make business decisions based on the needs and desires of consumers in local communities.</li> <li>• The needs of consumers may change from region to region.</li> <li>• Entrepreneurs can be limited by access to regional resources.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Examples of entrepreneurs and opportunities for entrepreneurship in different regions of North Carolina.</a></li> </ul> <p><b>For example:</b> Coastal-Tourism, Fishing; Piedmont-Research Triangle, NASCAR; Mountains-Lumber Industry, etc.</p>

## Civics and Government

### Essential Standard:

**3.C&G.1 Understand the development, structure and function of local government.**

**Concept(s):** Government, Citizenship

### Clarifying Objectives

### Unpacking

What does this standard require a student to understand, know and do?

3.C&G.1.1 Summarize the historical development of local governments.

**The student will understand:**

- Local governments may develop differently over time.
- Local governments establish rules and laws that all citizens must observe.
- Cities and towns often develop in response to changes in the political, economic, or social conditions within a region or nation.

**The student will know:**

- [Local governments are patterned after state and national government](#) for the protection and

	<p>benefit of the citizens.</p> <ul style="list-style-type: none"> <li>• Examples of similar government structures at the state and national levels.</li> <li>• How governments have developed historically.</li> <li>• Examples of laws that all citizens must follow in local governments.</li> </ul> <p><b>For example:</b> city or county ordinances, property taxes, etc.</p>
<p>3.C&amp;G.1.2 Describe the structure of local government and how it functions to serve citizens.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The organization and structure of local government is determined by the pursuit of the safety, security and satisfaction of its citizens.</li> <li>• Governmental organizations are made aware of local needs through various forms of citizen participation and input.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The origins, structure and functions of local government enables participation in the democratic process.</li> </ul> <p><b>For example:</b> Groups and government work together to create a safe environment in the community.</p> <ul style="list-style-type: none"> <li>• Roles of local government.</li> <li>• Positions in local government are appointed, elected, or hired by the citizens.</li> </ul> <p><b>For example:</b> Mayor, city manager, city council members, Police Chief, Fire Department Chief, Health &amp; Social Services, and how they serve citizens.</p>
<p>3.C&amp;G.1.3 Understand the three branches of government, with an emphasis on local government.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Local governments use a system of accountability to ensure shared authority, fairness and equality.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• The United States government and state government are divided into three branches power - legislative, executive, and judicial branches.</li> <li>• The <a href="#">United States Constitution</a> establishes the structure of national government.</li> </ul>

- The [North Carolina State Constitution](#) establishes the structure of state government.
- The roles of the three branches of government. (need to link to source)
- The separation of powers between branches of government prevents any one branch of government from having too much power.
- The three branches of government provides a system of checks and balances of power.

**For example:** The Executive branch (President) has Veto power

- Local governments may also be structured around the separation of powers between legislative, executive, and judicial branches.

**For example:** A mayor serves as the chief executive of many cities.

- Ways local governments pass laws to make life better and safer for people.
- Examples of how local governments provide services that citizens use daily.
- The type of local government in a city/town.

**For example:** City Manager, Mayor’s Office, Town Council, County Commissioners, etc.

**Key Terminology:**

- **Checks and Balances** - constitutional mechanisms that authorize each branch of government to share powers with the other branches and check their activities. For example, the president may veto legislation passed by Congress, the Senate must confirm major executive appointments, and the courts may declare acts of Congress unconstitutional.  
[http://www.mi.gov/documents/10-02Glossary\\_48851\\_7.pdf](http://www.mi.gov/documents/10-02Glossary_48851_7.pdf)

**Essential Standard:**

**3.C&G.2 Understand how citizens participate in their communities.**

**Concept(s):** Citizenship, Community

<b>Clarifying Objectives</b>	<b>Unpacking</b> What does this standard require a student to understand, know and do?
3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Citizens learn the role of citizenship and civic participation through education and life experiences .</li> <li>• Responsible citizens balance individual rights with personal responsibility.</li> <li>• Traditions of civic participation reflect the values of a community.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Responsible citizens are active in the community and participate in community decisions by showing respect for the rights of others, obeying laws, voting, volunteering, paying taxes, etc.</li> <li>• Citizens contribute to the political and social development of their community by participating in activities and the taking interest in the welfare of the community.</li> <li>• Responsible, informed citizens obey laws and take part in community affairs.</li> <li>• Citizens can contribute to the economic development of their community in a variety of ways.</li> <li>• <a href="#">The meaning of the Pledge of Allegiance.</a></li> <li>• <a href="#">The meaning of our National Anthem.</a></li> </ul> <p><b>Key Terminology:</b></p> <ul style="list-style-type: none"> <li>• <b>Citizen</b> - a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection <a href="http://constitution.laws.com/constitution-for-kids">http://constitution.laws.com/constitution-for-kids</a> (a different definition is needed this link doesn't seem to apply to this term)</li> <li>• <b>Citizenship</b>- membership in a political community with certain rights and privileges. <a href="http://teacher.scholastic.com/activities/government/civics.htm">http://teacher.scholastic.com/activities/government/civics.htm</a></li> <li>• <b>Community</b>- a group of people living together.</li> </ul>
3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Responsible citizens can help make positive changes in the community.</li> <li>• Knowledgeable citizens often make choices to help preserve and protect a community's natural resources.</li> </ul> <p><b>The student will know:</b></p>

	<ul style="list-style-type: none"> <li>• Examples of how citizens can help prevent pollution by reusing, recycling and conserving.</li> </ul> <p><b>For example:</b> recycle plastics and aluminum and conserve water and electricity.</p> <p><b>For example:</b> working together to solve issues around energy and other resources in the natural environment.</p>
<p>3.C&amp;G.2.3 Apply skills in civic engagement and public discourse (school, community).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• Civic participation in a community is not limited by age.</li> <li>• Active participation in the government is important to the viability of the democratic process.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Civic engagements</a> through individual and collective action can help identify and address issues of public concern.</li> </ul> <p><b>For example:</b> Community service, political activity, service-learning, activism, media literacy and advocacy are types of civic engagement that work together to enhance our society.</p> <p><b>For example:</b> The involvement in events such as elections, debates, writing a letter to an elected official, service learning projects or volunteer community service can address issues of public concern.</p> <ul style="list-style-type: none"> <li>• Different public ideas can be communicated through public debate and discussion.</li> <li>• The pursuit of fairness is a fundamental American value.</li> <li>• Responsibility for the common good is a fundamental American value.</li> <li>• Examples of public discourse (e.g., communication of ideas, information through conversation and public talk).</li> </ul> <p><b>For example:</b> sharing ideas and information about concerns/issues at school and in the community through speech and writing.</p> <p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• Model ways in which responsible citizens take part in public debate and discussion (e.g., role</li> </ul>

play a debate over a civic problem).

## Culture

### Essential Standard:

**3.C.1 Understand how diverse cultures are visible in local and regional communities.**

**Concept(s): Language, Diversity, Culture, Values and Beliefs**

### Clarifying Objectives

3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.

### Unpacking

What does this standard require a student to understand, know and do?

#### The student will understand:

- Values, beliefs and traditions often determine how people live in local and regional communities.
- A variety of languages and cultural traditions contribute to the cultural diversity of communities.  
Diversity can provide positive benefits for people living in a community.

#### The student will know:

- Sharing cultural differences encourages self awareness and respect for others.  
Not all people speak the same languages, eat the same foods or have the same values and traditions.

**For example:** The [dialects of people](#) in the southern area of the United States are different from those in the northern area, but are still the English language.

- Sharing traditions, cultural empathy, and an atmosphere of respect allows people in a community to get along.



<p>3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The arts can express how people view themselves and their communities.</li> <li>• Communities often reflect the creative ideas of the various cultures within them.</li> </ul> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various groups express their beliefs and values through the arts in the community.</li> <li>• Examples of cultural expression and media.</li> </ul> <p><b>For example:</b> literature, sports, music, art, drama, storytelling, <a href="#">folktales</a>, <a href="#">stories</a>, etc.</p>
<p>3.C1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).</p>	<p><b>The student will understand:</b></p> <ul style="list-style-type: none"> <li>• The beliefs, traditions and values of different cultures form the culture of a community.</li> <li>• Various forms of non-fiction can be used to explore the beliefs, traditions, values and relationships of various cultures.</li> </ul> <p><b>For example:</b> The early settlers borrowed and shared traditions from indigenous American Indians such as foods, language, crop cultivation, etc.</p> <p><b>The student will know:</b></p> <ul style="list-style-type: none"> <li>• Various <a href="#">examples of non-fiction texts</a> are brochures, magazines, historical narratives, etc.</li> <li>• How <a href="#">non-fiction texts explore elements of various cultures</a>.</li> </ul> <p><b>For example:</b> food, clothing, shelter, recreation, language, education, stories, and art.</p> <ul style="list-style-type: none"> <li>• How to use texts to find information</li> </ul>

## APPENDIX A: KEY TERMINOLOGY

### History:

**Primary sources** - any document or artifacts that is direct evidence of historical events including clothing, furniture, homes, recordings, documents and photographs.

**Primary source documents** - original documents that help us learn about past people or events (e.g., letters, diaries, maps, drawings, laws, and statutes).

**Secondary sources** - sources that are not first-hand observations used by historians to interpret events and developments, and reconstruct the past.

**Multiple Perspectives**, in historical analysis and interpretation, entails examining history through the lens of many different viewpoints, representations and roles to create the most accurate historical interpretation.

## **Economics and Financial Literacy:**

**Supply and demand** is a major economic concept that, in a market economy, determines the price of goods and services. Supply is the quantities of a good or service available for sale at different prices. Demand is the quantities of a good or service that a buyer is willing and able to purchase at a given price.

**Market economy** is an economy in which decisions regarding investment, production and distribution are based on supply and demand, and prices of goods and services

## **Civics and Government:**

**Checks and Balances**-constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities. For example, the president may veto legislation passed by Congress, the Senate must confirm major executive appointments, and the courts may declare acts of Congress unconstitutional.

**Citizen** - a native or naturalized member of a state or nation who owes allegiance to its government and is entitled to its protection

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**Citizenship**- membership in a political community with certain rights and privileges.

**Community-** a group of people living together.