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## Third Grade Social Studies Crosswalk

This crosswalk document compares the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study (SCOS)* and provides some insight into the similarities and differences between these two sets of standards, especially as it relates to content coverage. This document is not intended to answer all questions about the nuances of the new standards versus the old. Additional documents will provide support for curriculum development and instructional planning.

In looking at this document, you should be aware of three key structural differences between the 2010 *K-12 Social Studies Essential Standards* and the 2006 *North Carolina Social Studies Standard Course of Study*: the organization of the standards around five broad strands, the use of a conceptual framework, and the use of Revised Bloom's Taxonomy. Due to these structural differences, not all parts of a crosswalked objective may align perfectly to a clarifying objective. The relationship between content, concepts, and cognitive demand may have changed. Additionally, some content, concepts, and/or skills have been eliminated or moved to other grade levels.

The 2010 *K-12 Social Studies Essential Standards* are organized around five strands: history, geography and environmental literacy, civics and government, economics and financial literacy, and culture. These strands are based on the social science disciplines and provide students a consistent framework for studying and analyzing specific grade level content. At the high school level, strands are designed to be more specific to their course and subject content.

Additionally, the new structure of the 2010 *K-12 Social Studies Essential Standards* reflects a shift to a more conceptual framework. The goal of conceptually written standards is to help students recognize patterns and make connections in their learning that transfer beyond a single discipline, topic, grade, or isolated fact. This adoption of a conceptual framework reduces the number of objectives while continuing to address similar topics, facts and skills. In looking at this document, you will see that there are multiple objectives from the old standards aligned to the new clarifying objectives; however, these objectives may be connected by broad conceptual understandings and should not be seen in the same light as they were in the old standards.

Finally, the 2010 *K-12 Social Studies Essential Standards* were also written using the Revised Bloom's Taxonomy (RBT). The most notable change from our current Standard Course of Study to the Essential Standards is the use of one verb per standard and clarifying objective. This will allow for greater alignment between instruction and assessment. RBT verbs have specific meanings; therefore, the same verb may serve a different purpose than in the 2006 *North Carolina Social Studies Standard Course of Study*.

In third grade, students draw upon knowledge learned in previous grades to develop more sophisticated understanding of how communities may be linked to form larger political units, and how there are cultural, geographic, and economic connections. By looking at communities from a geographic perspective, students become aware of some of the cultural, political, geographic, historic, environmental and economic factors that help bind communities together through both time and space. Students understand the significant role of the individual in shaping history and explore changes in communities and regions over time.

**Important Note:** The current 2006 SCOS will continue to be the operational standards in the 2010-12 school year. We expect the 2010 *K-12 Social Studies Essential Standards* to be taught and assessed for the first time in the 2012-13 school year.



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2010 Essential Standard		2006 NC Standard Course of Study	
Strand	Essential Standard	Objective	Comments
	Clarifying Objective		
History	<b>3.H.1</b> Understand how events, individuals and ideas have influenced the history of local and regional communities.		
	3.H.1.1 Explain key historical events that occurred in the local community and regions over time.	<b>3.02</b> Describe how individuals, events, and ideas change over time.	
	3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.	<b>5.07</b> Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions.	
	3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.		
	<b>3.H.2</b> Use historical thinking skills to understand the context of events, people and places.		



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	3.H.2.1 Explain change over time through historical narratives. (events, people and places)	<b>3.02</b> Describe how individuals, events, and ideas change over time.	
	3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.		



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2010 Essential Standard		2006 NC Standard Course of Study	
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	Clarifying Objective		
Geography and Environmental Literacy	<b>3.G.1</b> Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).		
	3.G.1.1 Find absolute and relative locations of places within the local community and region.	<b>(2nd grade) 5.04</b> Identify the absolute and relative location of communities.	
	3.G.1.2 Compare the human and physical characteristics of places.	<b>(4<sup>th</sup> grade) 1.02</b> Describe and compare physical and cultural characteristics of regions.	
	3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.	<b>4.04</b> Compare how people in different communities adapt to or modify the physical environment to meet their needs.	
	3.G.1.4 Explain how the movement of goods, people and ideas impact the community.	<b>(2<sup>nd</sup> grade) 6.03</b> Identify means and methods of human movement as they relate to the physical environment.	
	3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).		



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	3.G.1.6 Compare various regions according to their characteristics.		
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	Clarifying Objective		
Economics and Financial Literacy	<b>3.E.1</b> Understand how the location of regions affects activity in a market economy.		
	3.E.1.1 Explain how location impacts supply and demand.		
	3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).	<b>5.05</b> Distinguish and analyze the economic resources within communities.	
	<b>3.E.2</b> Understand entrepreneurship in a market economy.		
	3.E.2.1 Explain why people become entrepreneurs.		
	3.E.2.2 Give examples of entrepreneurship in various regions of our state.		



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	Clarifying Objective		
Civics and Government	<b>3.C&amp;G.1</b> <b>Understand the development, structure and function of local government.</b>		
	3.C&G.1.1 Summarize the historical development of local governments.		
	3.C&G.1.2 Describe the structure of local government and how it functions to serve citizens.	<b>1.04</b> Explain the need for leaders in communities and describe their roles and responsibilities.	
	3.C&G.1.3 Understand the three branches of government, with an emphasis on local government.		
	<b>3.C&amp;G.2</b> <b>Understand how citizens participate in their communities.</b>		
	3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.	<b>1.01</b> Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.	
	3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.		



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	<p>3.C&amp;G.2.3 Apply skills in civic engagement and public discourse (school, community).</p>	<p><b>(2<sup>nd</sup> grade) 2.02</b> Recognize and demonstrate examples of the elective process.</p>	
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2010 Essential Standard		2006 NC Standard Course of Study	
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	Clarifying Objective		
Culture	<b>3.C.1</b> Understand how diverse cultures are visible in local and regional communities.		
	3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.		
	3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.		
	3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions and behaviors).		

**Eliminated/Moved Objectives:**

- 1.02 Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.
- 1.03 Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
- 1.05 Suggest responsible courses of action in given situations and assess the consequences or irresponsible behavior.



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- 1.06 Identify selected personalities associated with major holidays and cultural celebrations.
- 2.01 Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.
- 2.02 Analyze similarities and differences among families in different times and in different places.
- 2.03 Describe similarities and differences among communities in different times and in different places.
- 3.01 Analyze changes, which occurred in communities past and present.
- 3.03 Compare and contrast the family structure and the roles of its members over time.
- 4.01 Distinguish between various types of maps and globes.
- 4.02 Use appropriate source maps to locate communities.
- 4.03 Use geographic terminology to describe and explain variations in the physical environment as communities.
- 5.01 Define and identify examples of scarcity.
- 5.02 Explain the impact of scarcity on the production, distribution, and consumption of goods and services. (moved to 4<sup>th</sup> grade- 4.E.1.2)
- 5.03 Apply concepts of specialization and division of labor to the local community.
- 5.04 Compare and contrast the division of labor in local and global communities.
- 6.01 Describe and assess ways in which technology is used in a community's economy.
- 6.02 Identify and describe contributions made by community leaders in technology.
- 6.03 Identify the impact of technological change on communities around the world.
- 7.01 Identify the deeds of local and global leaders.



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**7.02** Assess the heroic deeds of characters from folktales and legends.

**7.03** Explore the role of selected fictional characters in creating new communities.