

GRADE 3 SOCIAL STUDIES FRAMEWORK

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EXPECTATIONS

RESEARCH EXPECTATIONS

At least **one** research paper is to be written per year. 3rd Grade Research Papers must:

- Be 3 small paragraphs long
- Have 1-2 sources

Further information about research parameters is available on the school website at this link.

https://www.caislisbon.org/uploaded/Curriculum_links/English_and_SS/Research_Essay_Parameters_Grades_1_through_10.pdf

THEMES AND CONTENT

The Performance Indicators (shown at the end of this Framework) are developed through the study of the Themes and Content below.

Map Skills and World Geography

- Identify places on a map using north, south, east, west, lines of longitude and latitude (coordinates) the equator, and the north and south poles.
- Identify the major physical components on the earth (oceans, continents, hemispheres and equator).
- Compare and contrast the difference between maps and the globe.
- Explain relationships between natural resources and landforms.

Geography and Economics

- Differentiate a natural resource from a finished product.
- Distinguish between consumers and producers.
- Distinguish between goods and services.
- Distinguish between supply and demand.
- Describe and explain the role of money, and savings in everyday life.
- Describe how economic decisions and choices affect people's lives.
- Identify and explain the importance of trade.
- Demonstrate an understanding that trade led to the exploration of other regions of the world.
- Differentiate between money and barter economies.

The Ancient Kingdom of Mali

- Demonstrate an understanding of how the Kingdom of Mali was a wealthy trading center and the most prosperous in Africa during the middle centuries.
- Demonstrate an understanding of early West African empire of Mali by describing its oral tradition (storytelling).

The Vikings

- Demonstrate an understanding of how Viking trade led to the exploration in other regions of the world during the middle centuries.
- Explain the significance of Viking migrations and invasions

PERFORMANCE INDICATORS

DEVELOPING QUESTIONS AND PLANNING INQUIRY

Develop simple questions that can be answered by gathering and using evidence. DOK 2 E

Recognize the difference between primary and secondary sources, such as art and photographs, artifacts, oral histories, maps, and graphs. DOK 1 E

EVALUATING SOURCES AND USING EVIDENCE

Identify evidence that draws information from multiple sources in response to compelling questions. DOK 1 E

Use distinctions between fact and opinion to determine the credibility of sources. DOK 2 E

Identify concepts and ideas that are open to different interpretations. DOK 1 E

COMMUNICATING CONCLUSIONS

Construct simple arguments using claims and evidence from sources provided by the teacher. DOK 2 E

Construct simple explanations using examples and details with relevant information. DOK 2 E

Identify ideas in arguments of others. DOK 1 E

Critique simple explanations by assessing the examples provided. DOK 2 E

APPLYING DISCIPLINARY CONCEPTS AND TOOLS

HISTORY

Identify that time lines represent data chronologically DOK 1

Demonstrate understanding of the difference between causation and correlation. DOK 1

Describe how people's perspectives shaped the historical sources they created. DOK 2

CIVICS

Identify different types of political systems found in world communities. DOK 1

Explain how groups of people make rules to create responsibilities and protect freedoms. DOK 2

Explain how rules and laws change society and how people change rules and laws. DOK 2

ECONOMICS

Explain why individuals and businesses specialize and trade. DOK 2

Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services. DOK 1

GEOGRAPHY

Use maps of different scales to describe the locations of cultural and environmental characteristics. DOK 2

Describe factors that influence locations of human populations and human migration. DOK 2

Describe and explain various types and patterns of settlement and land use. DOK 2