

## Elementary Social Studies Scope and Sequence: Grade 3

### Unit 1: Carroll County

- Students will examine differences between past and present time.
- Students will develop a timeline of events in the community.
- Students will collect and examine information about people, places, or events of the past using pictures, photographs, maps, audio or visual tapes, and or documents.
- Students will compare family life in the local community by considering jobs, communication, and transportation.
- Students will explain the role of individuals and groups in creating rules and laws to maintain order, protect citizens, and provide services.
- Identify local government leaders, such as the mayor, county council members or commissioners, and county executive and explain their role in protecting citizens and maintaining order.
- Students will describe the selection process and duties of local officials who make, apply, and enforce laws through government.
- Students will describe the contributions of local government leaders such as county executives, county council, mayor and city council.
- Students will describe the contributions of people who contributed to the common good of society.
- Students will analyze the role of individual and group participation in creating a supportive community.
- Students will explain the decision-making process used to accomplish a community goal or solve a community problem.
- Students will explain the roles and responsibilities of effective citizens in a political process.
- Describe the actions of people who have made a positive difference in their community, such as community and civic leaders, and organizations.

### Unit 2: Regions of the United States

- Students will describe the purposes of a variety of maps and atlases, such as transportation maps, physical maps, and political maps.
- Students will construct and interpret maps by using elements such as a title, compass rose, simple grid system, scale, legend/key, date, and author.
- Students will identify the location of communities, major cities in Maryland, United States and the world using a globe, maps, and atlases.
- Students will compare places and regions using geographic features.
- Students will identify natural/physical and human-made features of places and regions.

- Students will describe population distribution of places and regions such as rural and urban.
- Students will describe how geographic characteristics of places and regions change over time and influence the way people live and work.
- Students will explain how transportation and communication networks connect places, people, and ideas.
- Students will identify reasons for the movement of people from one community or region to another.
- Students will describe how people in a community modify their environment to meet changing needs for transportation, shelter and making a living.
- Students will describe why and how people make decisions about protecting the environment.
- Students will compare ways that people adapt to the environment for food, clothing and shelter.

### Unit 3: Economics

- Students will learn that people must make choices due to scarcity and limited resources.
- Students will identify what helps producers and consumers make good economic decisions.
- Students will use an organizer to see the pros and cons of a choice before making an economic decision.
- Students will identify the thing not chosen as an “opportunity cost”.
- Students will examine the production process and identify human, natural and capital resources used by producers.  
Students will understand that specializing at a task means increased production (factory vs. handmade).
- Students will examine how technology has affected the lives of consumers through online shopping.
- Students will examine how technology has affected the lives of producers with the use of robotic-powered assembly lines.
- Students will identify markets that are not face-to-face such as on-line shopping, catalog shopping, and trading in a global market.
- Students will classify goods and services provided by their families vs. those provided by the government.
- Students will understand how income is earned and budgets are made to control expenses.