



“I Can” Mascoma Social Studies Grade 3 Curriculum

I Have Good SOCIAL STUDIES SKILLS

- I can observe and ask questions about social studies topics.
- I can explain a simple social studies model.
- I can use simple social studies tools.
- I can plan a social studies investigation with my teacher and classmates.
- I can think about data collected during our investigations.
- I can explain the results of our social studies investigations.

I know about FRAMING and ADVANCING an INQUIRY

- I can frame a compelling question about a Grade 3 Social Studies topic.
- I can explain why this compelling question is important to me.
- I can generate three or more supporting questions that will help me find an answer for my compelling question.
- I can locate two or more sources that may help me answer my question (print or digital).

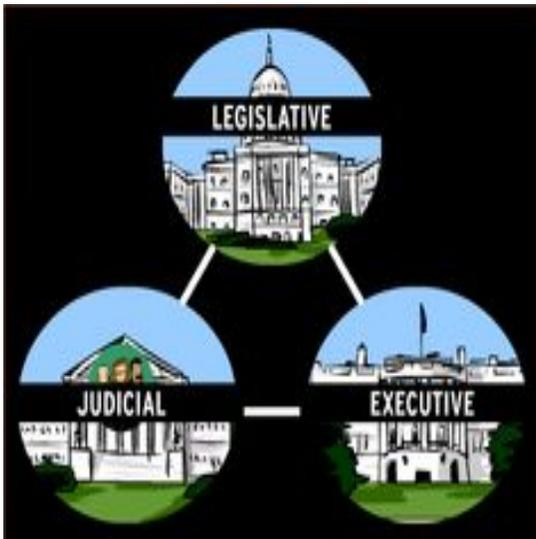


A little primer for my teacher:

Mascoma Standards	<u>RI.3.1</u> - Ask and answer such questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<u>RI.3.2</u> - Determine the main idea of a text; recount the key details, and explain how they support the main idea.
	<u>RI.3.7</u> - Use information gained from illustrations (diagrams, maps, photos) and the words in a text to demonstrate understanding of the text (when, where, why and how key events occurred).	<u>RI.3.8</u> - Describe logical connections found in the text (Compare and Contrast, Cause and effect, sequence).
	<u>W.3.8</u> - Recall information or gather information from print and digital; take brief notes on sources, and sort the evidence into provided categories or answer a specific question.	
Vocabulary	Topic, supporting question, compelling question, sources	

I know about CIVICS

I can name two or three responsibilities of the officials in each branch of the US Government.



I can explain how the government relies on the participation of citizens to function.

I can explain the basic ideas set out by the US Constitution:

- Citizens would be free and independent
- The government would protect the people from a government that was too powerful (like the king's government)
- The government would have three branches, and each branch would have

equal power. The President, Congress and the Supreme Court would work together to protect the people.

□ I can explain the following civic virtues:

- **Individual responsibility**- responsibility to family, friends, community
- **Civility**- treating all people with respect (even if one does not like them or disagrees with them); not insulting others when arguing
- **Respect for the rights of other individuals**- treating all people with respect, treating all people fairly
- **Honesty**- telling the truth
- **Respect for the law**- obeying the law even when one is not in complete agreement with every law
- **Civic mindedness**- concern for the well-being of one's community and nation
- **Patriotism**- loyalty to the values of America's Constitution

□ I can compare my point of view to the point of view of another person or group with civility.

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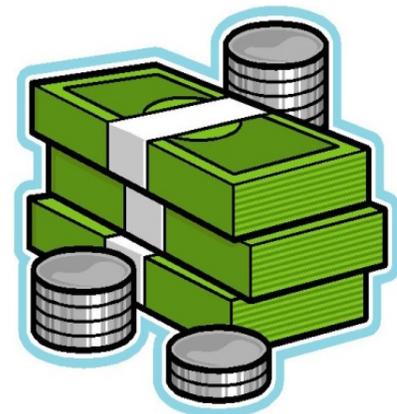
Mascoma Standards	<u>RI.3.1</u> - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.	<u>RI.3.3</u> - Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.
	<u>RI.3.9</u> - Compare and contrast the most important points and key details presented in two texts on the same topic.	<u>RI-3-10</u> - By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, in the grade 3 complexity band independently and proficiently.
	<u>W.3.1</u> - Write opinion pieces on topics or texts, supporting a point of view with reasons: <ul style="list-style-type: none"> • Introduce the topic or text they are writing about • State an opinion, and create an organizational structure that lists their reasons • Provide reasons that support their opinion 	<u>W.3.2</u> - Write informative/ explanatory texts to examine a topic and convey information clearly: <ul style="list-style-type: none"> • Introduce a topic and group related information, include illustrations when useful to comprehension • Develop the topic with facts, definitions and details

	<ul style="list-style-type: none"> Use linking words (since, because, therefore) to connect opinions and reasons Provide a concluding statement 	<ul style="list-style-type: none"> Use linking words and phrases (also, another, and, more, but) to connect ideas within categories of information Provide a concluding statement
	<u>W.3.7</u> - Conduct short research projects that build knowledge about a topic	<u>W.3.8</u> - Recall information from experiences or gather information from print or digital sources; take brief notes on sources and sort evidence into categories.
	<u>SL.3.1</u> - Engage effectively in a range of collaborative discussions (one-on-one, small group, teacher led) with diverse partners on grade 3 topics, building on others' ideas and expressing their own clearly.	<u>SL.3.1a-d</u> - <ul style="list-style-type: none"> Come to discussion prepared, draw on that preparation to explore ideas under discussion Follow agreed-upon rules for classroom discussion Ask questions to check understanding Stay on topic Link comments to the remarks of others Explain their own ideas and understandings
Vocabulary	Responsibility, government, officials, citizens, function, participation, constitutions, branches, executive/president, legislative/congress, judicial/supreme court, rights, civility, patriotism	

I Know About ECONOMICS

I can explain how economic decisions affect the well-being of individuals (taking a job with less pay to be in a desirable location, taking classes to get a better job)

I can identify the benefits and costs of making personal economic decisions (I can use my allowance to buy snack food each week or I can save all or some of my allowance to buy a bigger item).



I can list the human Capital (workers, managers, shippers), physical Capital (building, equipment, computers) and natural resources (trees, hydropower, animals) needed to produce a specific good or service on a tree map.

I can explain why some businesses specialize when creating goods or providing services.

I can explain the role of money in purchasing goods and/or services.

I can explain how sellers are influenced by their profits.

I can explain how governments use taxation to pay for the services provided to citizens.

I can explain how states and countries become interdependent through trading goods.

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Vocabulary	Costs, benefits, produce, human capital, physical capital, natural resources, specialize, influence, buyer, seller, profit, taxation, interdependence	

I Know About GEOGRAPHY

I can construct maps and other geographic representations of familiar and unfamiliar places.

I can use maps, satellite images, photographs, or other representations to describe the environmental characteristics of places. (tundra, desert, plain, river, island, peninsula, mesa, mountains, etc.)



I can locate each of the seven continents on a map and relate one or two facts about each continent.

I can describe how the environmental characteristics of a place change over time. (naturally occurring-weathering, erosion or man-made changes-roads, buildings, etc.)

I can explain the effect that a catastrophic environmental or technological event affects human settlement or migration. (i.e., floods, earthquake, tsunami, tornado, oil spill, nuclear melt-downs, forest fire, etc.)

I can explain why environmental characteristics vary among two different given regions (i.e.) Alaska and Florida, Antarctica and Africa.

A little primer for my teacher:

<p>Mascoma Standards</p>	<p><u>RI.3.1</u>- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers.</p>	<p><u>RI.3.3</u>- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect.</p>
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	<p><u>R.I.3.4-</u> Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic.</p>	<p><u>R.I.3.5-</u> Use text features and search tools (key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>
	<p><u>RI-3-10-</u> By the end of the year, read and comprehend informational texts including history/social studies, science, and technical texts, in the grade 3 complexity band independently and proficiently.</p>	<p><u>L.3.4-</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 3 reading and content, choosing flexibly from a range of strategies.</p>
	<p><u>W.3.1-</u> Write opinion pieces on topics or texts, supporting a point of view with reasons:</p> <ul style="list-style-type: none"> • Introduce the topic or test they are writing about • State an opinion, and create an organizational structure that lists their reasons • Provide reasons that support their opinion • Use linking words (since, because, therefore) to connect opinions and reasons • Provide a concluding statement 	<p><u>W.3.2-</u> Write informative/ explanatory texts to examine a topic and convey information clearly:</p> <ul style="list-style-type: none"> • Introduce a topic and group related information, include illustrations when useful to comprehension • Develop the topic with facts, definitions and details • Use linking words and phrases (also, another, and, more, but) to connect ideas within categories of information • Provide a concluding statement
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Vocabulary	<p>Map key, climate, landforms, features, continents, characteristics, satellite images, representations, affect, catastrophe, migration, settlement</p>	

I Know About History

I can identify different kinds of historical sources (photographs, documentaries, books, interviews).

I can explain how to use historical sources to study the past (photographs, documentaries, books, interviews).

I can generate questions about a source to find information about the historical event the source represents. (i.e. A photograph of MLK giving the I Have a Dream speech will lead me to ask about the location, the attendees, the events that led to the speech, etc.).



I can generate two or three reasons for a historical event or development after reading, hearing or viewing information about the event.

I can give my opinion as to which reason was most important in the cause of an event and cite evidence for my opinion.

I can describe what the following inventors were famous for inventing. (Johannes Gutenberg-printing press, Benjamin Franklin-bifocal, Thomas Edison-light bulb, Alexander Graham Bell-telephone, Eli Whitney-cotton gin, the Wright Brothers-airplane, John Baird-television, Henry Ford-assembly line production of the auto, George Eastman- personal camera, Steve Jobs & Steve Wozniak- first Apple computer, and Tim Berners-Lee-internet.)

I can place the inventions from the above statement on a timeline.

I can describe how the inventions listed above contributed to significant changes in America.

I can compare what life is like with these inventions, to what life would have been like without these inventions. I can explain how these inventions built on each other.

I can explain how these inventions, and other improvements and inventions, stemmed from these inventors.

I can explain why individuals and groups, during the same time period, have different ideas and perspectives. (economic factors, geographical factors, religious factors, age related factors, educational factors, etc.)

I can prepare a brief presentation on an American who was important in our history.

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<p>Vocabulary</p>	<p>Timeline, source, evidence, inventor, invention, significant, change, factor, perspective</p>	