

Family Friendly

GUIDE FOR THIRD GRADE

English Language Arts

In third grade, students shift from building foundational skills to **understanding what they read**. They start learning how to analyze stories and articles for setting, characters, and plot, as well as text features and structure, with teachers offering support as needed. Support could include one-on-one sessions, group activities, and tailored lessons. By year-end, students should complete these tasks independently.

Third graders study authors' writing styles, understand their reasons for writing, and distinguish character perspectives from reader perspectives. They explore various types of writing, such as stories, nonfiction, literary nonfiction, poetry, and plays, both in print and digital formats, while learning to interpret visual aids.

Throughout third grade, students practice writing skills, organize thoughts, use transitional words, improve research questioning, and discuss others' ideas. They write opinion pieces, narrative pieces, informational pieces, summaries, essays, text-dependent pieces, and creative stories. In addition, they start learning cursive writing.

This document is designed to:



- Provide examples of the standards, skills, and knowledge your child will learn in English Language Arts and should be able to do upon exiting English 1.
- Suggest activities on how you can help your child at home.
- Offer additional resources for information and help.

Log on to the [SC Department of Education website](#), for the complete standards.

The 2023 South Carolina College and Career-Ready English Language Arts (ELA) Standards:

- Outline the knowledge and skills students must master to be successful in college, career, or the military.
- Provide a set of grade-level indicators that are built on the previous grades' learning.
- Guarantee that no matter where a student lives in South Carolina, the expectations for learning are the same.
- Align to the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect.



OVERARCHING EXPECTATIONS

The ELA Overarching Expectations (OE) capture expectations of students as readers, writers, and communicators over the course of K-12 ELA education.

In third grade, students should:

- **read and write** independently, picking texts that match their interests.
- **experiment** with different writing styles to express themselves.
- **ask** questions and gather information from both printed and digital sources.
- **compare** how information is presented and use details to make predictions and draw conclusions.



FOUNDATIONS OF LITERACY

The Foundations of Literacy (F) strand contains four standards that help students build fundamental skills to be successful in reading, writing, and communicating. These standards outline how a student learns to read, spell, and write.

In third grade, students should:

- read different texts out loud and quietly, focusing on accuracy and expression.
- use letter-sound knowledge to break down and blend sounds.
- decode words by recognizing patterns and similarities.
- apply phonics skills to figure out unfamiliar words.
- use context and visuals to help understand and fix mistakes while reading.

APPLICATIONS OF READING

The Applications of Reading (AOR) strand has ten standards. It shows the reading skills and ideas all students must learn to become successful readers who can think carefully about different kinds of texts.

In third grade, students should:

- understand how characters change as the story progresses.
- recognize and explain metaphors, hyperboles, and idioms used in texts.
- identify the main themes in literary texts and explain how they are developed through key details.
- determine the central idea and supporting details in informational texts.
- analyze the author's purpose and perspective in writing a text.

RESEARCH

The Research (R) standard and indicators support students in learning the processes of inquiry, investigation, and drawing conclusions on a wide variety of topics.

In third grade, students should:

- develop the ability to ask and answer questions about different sources to explore topics thoroughly.
- learn how to organize and group research findings obtained from print or non-print sources.

COMMUNICATIONS

The Written and Oral Communications (C) strand is organized into nine standards and describes the skills required to effectively communicate ideas, information, arguments, and stories through writing, speaking, and presenting.

In third grade, students should:

- write your opinions by introducing what you want to talk about, saying what you think about it, giving reasons with examples to support your thoughts, using words to connect your ideas smoothly, and wrapping it up neatly at the end.
- explain things by starting with your topic, adding lots of details and facts to make your point clear, using words to move from one idea to the next, using clear and specific words, bringing in information from different sources to back up what you are saying, and finishing off strong.
- tell stories by setting up where and when things are happening, introducing the people or characters involved, telling what happens step by step using words that show time passing, showing what the characters do and think to make them interesting, and giving a wrap-up at the end.
- get better at writing by making sure you spell and punctuate things correctly, using the right words like names, actions, describing words, and joining words, practicing organizing your ideas and making changes to make your writing stronger, and getting help and ideas from others to improve your writing.
- when talking about something, speak clearly and confidently, use tools like computers to help you communicate, and join in conversations by asking questions, sharing your thoughts, and listening to what others have to say.



HOW TO SUPPORT YOUR LEARNER AT HOME



By working together, parents and educators can ensure students have a successful learning experience. Below, you will see ways to work with your learner at home to support learning at school. Staying in communication with your child's teacher and knowing whether help is needed with specific skills is an important way to help support your learner.

Overarching Expectations:

- **Set a Reading Routine:** Establish a daily reading routine to read for a set amount of time each day. Consistency is key. Set reading goals or challenges and allow choice in the texts to be read.
- **Role Model:** Read, write, talk, and listen with and to your child. Encourage them to be role models for younger students.
- **Read and Talk:** Read together and discuss texts by sharing ideas, making inferences, and asking questions. Create family book clubs with the use of texts and/or audiobooks. These activities build background knowledge and extend vocabulary.

Foundations of Literacy:

- **Fluency:** It is still important to listen to your child read daily. Encourage reread sentences or phrases to self-correct and sound fluent. Provide a variety of texts to apply reading fluency.
- **Stuck on a Word?:** "Say the sounds in the word and blend the sounds together." Monitor accuracy by using context and visuals to confirm responses.

Applications of Reading:

- **Build Vocabulary:** Discuss the meaning of unknown words read. Use context clues to determine the meaning. Try to use these new words in conversations.
- **Use Figurative Language:** Identify figurative language. Talk about the meaning as it relates to the text. Then discuss the literal meaning and laugh together about how it would change the meaning. (ex: It is raining cats and dogs!)
- **Write to Inform:** After reading an informational text, encourage writing about what was learned.

Research:

- **Encourage Curiosity:** Foster natural curiosity. Encourage asking questions, exploring topics, narrowing or broadening thinking, and finding answers.
- **Provide Guidance:** Be available to help. Encourage, motivate, and celebrate.
- **Discuss Reliable Sources:** Emphasize the importance of using trustworthy sources. Discuss the difference between reliable and unreliable websites, books, and other materials.

Communications:

- **Practice Cursive Writing:** Routinely practice uppercase and lowercase cursive letters to build automaticity.
- **Use Oral Communication:** Share the findings of a research topic or tell a story or joke to family and friends. Use eye contact and appropriate voice volume. Collaborate with friends to solve a problem or play a game.
- **Integrate Social Studies and Science:** Encourage reading age appropriate magazines and websites on social studies and science topics. Write down 3-6 facts from these resources and share them with others.

ASSESSMENT

Your student will be assessed in various ways throughout the school year. In the classroom, they will participate in formative, [norm-referenced interim assessments](#), and summative assessments. Your student's teacher can help support your understanding of these classroom-level assessments.

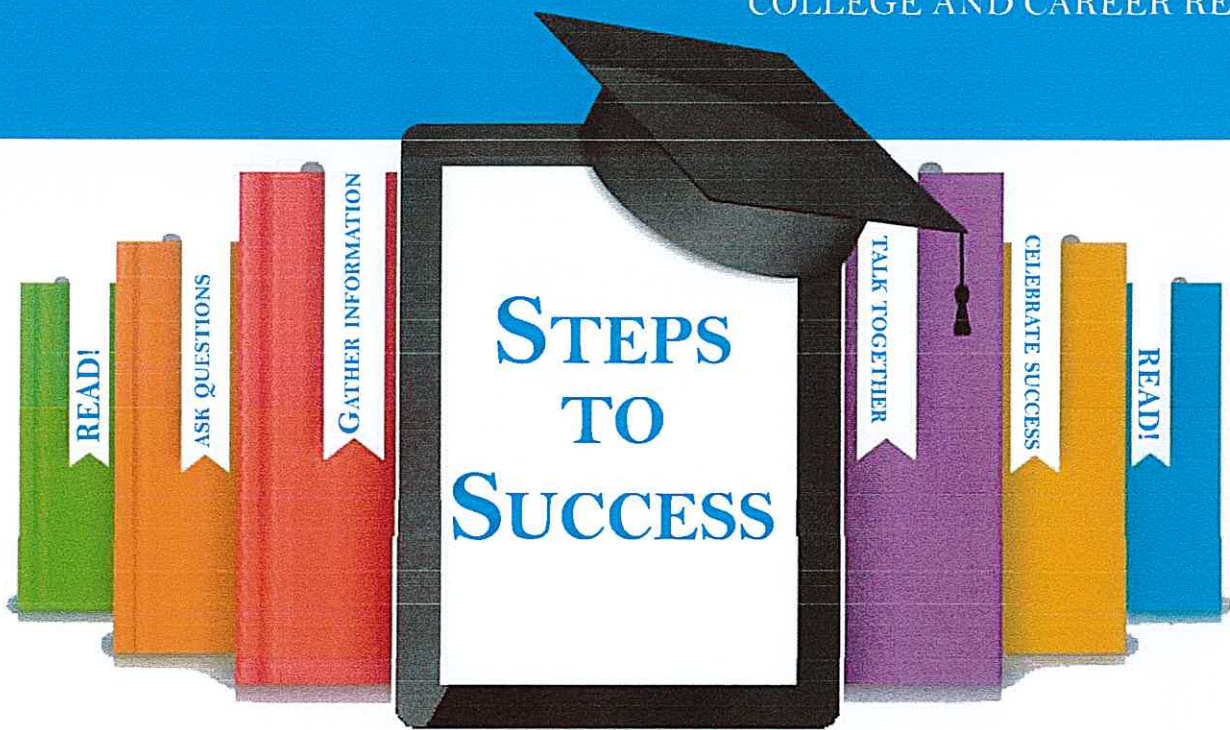
At the end of the school year, your student will participate in the statewide summative assessment, [SC READY](#). Parent resources are available [online](#).

ADDITIONAL INFORMATION

- To access a variety of support and supplemental documents for the 2023 SC CCR ELA Standards, visit the [SCDE ELA Instructional Resources Page](#).
- Consider using the [glossary](#) to support understanding of any unknown words within the Family Friendly ELA Standards.
- Go to your [public library](#) for books and/or DVDs for learning and fun. Let your child get his/her own library card.
- Consider selecting books that have won the [Caldecott Award](#) or [Newbery Award](#), and browse the [SC Picture Book Award](#) winners and [SC Children's Book Award](#) winners.
- For more information about special services, visit the Office of Special Education Services [here](#).
- For more information about Federal Education programs, click [here](#).

SOUTH CAROLINA STANDARDS

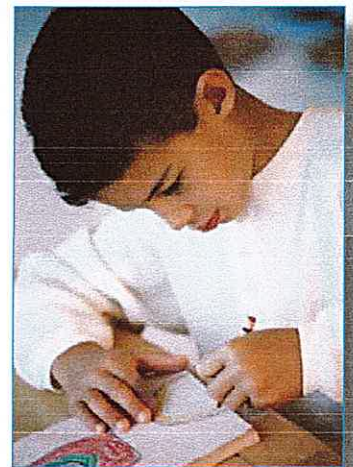
COLLEGE AND CAREER READY



Family-Friendly Guide for Third Grade Mathematics

Third-grade students begin to feel confident in their skills and have an increased problem-solving ability. The *South Carolina College- and Career-Ready Standards* uses these attributes to interest your child in the more advanced topics of multiplication and division. Third graders begin work with fractions and start to estimate, interpret graphs, and predict outcomes. They learn the basic concepts of Geometry.

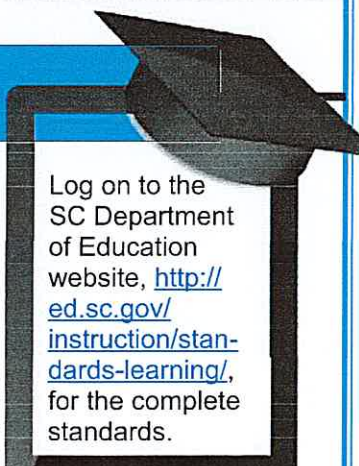
Don't be surprised when your child must explain the steps, one at a time, needed to solve a math problem. There are several reasons why this is now common practice. The activity requires students to organize their work. It provides a "trail" for checking answers; shows exactly what was done; and allows for intervention exactly at the point where necessary. By showing their work, students are more accurate and avoid habits that could hinder their math progress.



STEPS TO SUCCESS

This document is designed to:

- Provide examples of the standards, skills, and knowledge your child will learn in mathematics and should be able to do upon exiting third grade
- Suggest activities on how you can help your child at home
- Offer additional resources for information and help



Log on to the SC Department of Education website, <http://ed.sc.gov/instruction/standards-learning/>, for the complete standards.

LEARN ABOUT THE STANDARDS

The *South Carolina College- and Career-Ready Standards for Mathematics*:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards, “stair steps,” based on the previous grade’s standards which serve as the foundation for the next grade.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

Human knowledge now doubles about every three years. Therefore, revision of South Carolina’s standards occurs periodically to respond to this growth of knowledge and increase of needed skills so our students will be ready for college or jobs. *The Col-*

lege- and Career-Ready Standards prepare students for dealing with the growing mass of information by not only emphasizing content knowledge but by also stressing the skills of reasoning, analyzing data, and applying information to examine and solve situations.

South Carolinians developed these academic standards for South Carolina’s children. The Mathematics standards are aligned with the *Profile of the South Carolina Graduate*, which summarizes the knowledge, skills, and habits employers expect. (See http://sc-competes.org/wp-content/uploads/2016/01/Profile-of-the-South-Carolina-Graduate_Updated.pdf.) Developed by business leaders, the *Profile* is approved by the South Carolina Chamber of Commerce and endorsed by the Superintendents’ Roundtable as well as South Carolina’s colleges and universities. The *Profile* demands world-class knowledge and skills, and emphasizes critical thinking and problem solving, communication, and interpersonal skills.

MATHEMATICS IN THIRD GRADE

NUMBER SENSE AND FRACTIONS

Third-grade students now use numbers up to 100,000. They learn to multiply and divide one-digit numbers. They develop an understanding of fractions as numbers. These **Steps to Success** include:

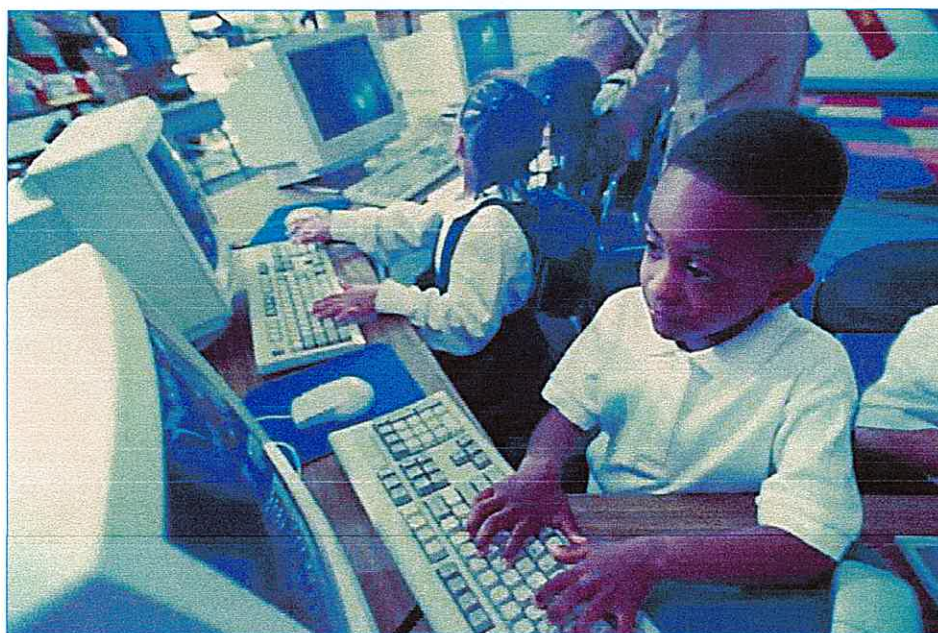
Second Grade	Third Grade	Fourth Grade
• Count by tens and hundreds to 1,000. Start with any number. • Understand “place value” up to 999 (hundreds, tens, ones) • Recognize that 100 is a bundle of tens • Understand that three-digit numbers can be broken up in several ways (4 hundreds, 12 tens, and 4 ones, etc.) • Add and subtract fluently through 99 • Add up to four two-digit numbers. Explain the reason for the answer given.	• Read and write numbers up to 100,000. Start with any number. • Multiply one-digit numbers by multiples of 10 • Compare whole numbers using the symbols > (greater than), = (equal to), or < (less than) • Develop an understanding of what a fraction is • Compare the size of two fractions • Understand that whole numbers can be written as fractions ($4=4/1$ and $1=4/4$)	• Read and write numbers up to 1,000,000 • Use rounding in order to estimate • Compare fractions and use the symbols > (greater than), = (equal to), < (less than) • Add and subtract fractions with the same denominator (bottom number) • Solve real-world problems involving multiplication of a whole number by a fraction • Write a fraction with a denominator of 10 or 100 as a decimal ($45/100=.45$)

MATHEMATICS IN THIRD GRADE

THINKING AND OPERATIONS

Third-grade students manage simple multiplication and division problems and apply the skills to solve problems. They work to master the multiplication tables, learning that memorization gives speed, efficiency, and frees up brain space for other math thinking. Students also calculate and estimate in their heads. These **Steps to Success** include:

Second Grade	Third Grade	Fourth Grade
• Solve one- and two-step word problems with addition and subtraction up to 100 • Determine odd and even numbers, for numbers through 20, by finding two equal numbers to represent the number ($3+3=6$, $5+5=10$) • Use addition to find the number of squares highlighted in a rectangle with up to 5 rows and 5 columns	• Use objects, drawings, and numbers to represent multiplication of two single-digit numbers • Use objects, drawings, and numbers to represent division of whole numbers • Determine the unknown number in a multiplication or division equation • Demonstrate fluency with basic multiplication and division through 100 • Solve two-step, real-world problems using addition, subtraction, multiplication, and/or division • Identify the pattern in a sequence of numbers (with 2, 4, 6, 8, the pattern adds 2 to the previous number)	• Translate multiplication equations into verbal statements (e.g. interpret $35=5\times 7$ as 35 is 5 times as many as 7 and 7 times as many as 5) • Solve multi-step, real-world problems using the four operations • Break a number down into its factors (1, 2, and 3 are factors of 6 because $1\times 6=6$, $2\times 3=6$) • Determine whether a number is a prime number (numbers divisible only by itself or 1) or a composite number (numbers divisible by more numbers than itself or 1) • Examine a pattern/sequence of shapes or numbers and determine what should appear next

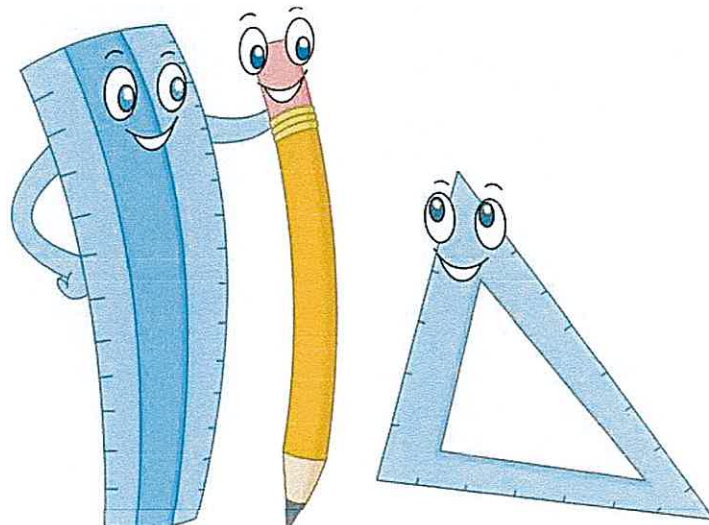


MATHEMATICS IN THIRD GRADE

GEOMETRY

Third-grade students are introduced to the basic concepts of geometry. They learn about area, angles, and the categories of shapes. These **Steps to Success** include:

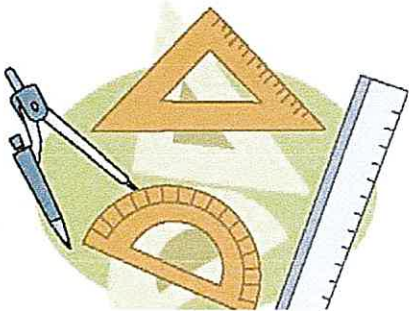
Second Grade	Third Grade	Fourth Grade
- Identify triangles, quadrilaterals, hexagons, and cubes. Draw shapes with a specific number of sides. - Divide a rectangle into equal-sized rows and columns. Count to find the total number of the parts. - After dividing shapes into equal parts, understand <i>a half</i>, <i>a fourth</i>, <i>a half of</i>, and <i>a fourth of</i> - Recognize that parts of an object become smaller as the number of parts increases	- Understand that shapes can share features and those features can be part of a larger category. Squares and rectangles are both four sided and they are part of the category "quadrilateral.") - Partition (separate) two-dimensional shapes into 2, 3, 4, 6, 8 equal parts and understand that the equal parts do not have to have the same shape. Half of a circle and half of a rectangle are equal in size because they are halves even though the shape is different. - Identify and draw angles: right (90 degrees), acute (less than 90 degrees), and obtuse (greater than 90 degrees) - Identify a three-dimensional object like a pyramid from a two-dimensional object (flat pattern)	- Identify points, line segments, rays, angles, and parallel lines in 2-dimensional shapes - Classify quadrilaterals based on whether they have parallel or perpendicular lines - Recognize symmetry in a 2-dimensional figure, identify symmetrical figures, and draw lines of symmetry



MATHEMATICS IN THIRD GRADE

MEASUREMENT AND DATA ANALYSIS

Third-grade students add to their knowledge of measures and shapes. Students solve math problems involving objects' area, perimeter, and volume. They make and read bar and line graphs. These **Steps to Success** include:

Second Grade	Third Grade	Fourth Grade
• Use suitable tools to measure the length of an object • Measure an object using various lengths (foot/yard). Explain why the measurements differ. • Estimate and measure in everyday units (inch, foot, yard, centimeter, meter). Determine how much longer one object is from another. • Sort and classify items into 4 categories and represent the "data" using picture and bar graphs • Produce data by measuring objects and organize the data on a horizontal line plot • Tell time to the nearest five minutes and use <i>a.m.</i> and <i>p.m.</i> • Solve real-world problems using dollar bills with the \$ symbol and using coins with the ¢ symbol	• Tell and record time to the nearest minute and solve time problems within the hour using addition and subtraction • Estimate and measure liquid volume (for example, pint, gallon, milliliter, liter) • Create and read scaled bar graphs and line graphs to represent collected data • Understand the difference between area and perimeter and how to measurement each • Solve real-world problems involving the perimeter and area of shapes with straight sides	• Convert measurement from a larger unit to a smaller unit (for example, feet into inches or meters into centimeters) • Solve real-world problems using up to four operations involving length, time, mass, and money • Create a line plot to present data and explain what it shows • Use a protractor to draw and measure angles • Find unknown angles using addition and subtraction 

LEARNING AT HOME

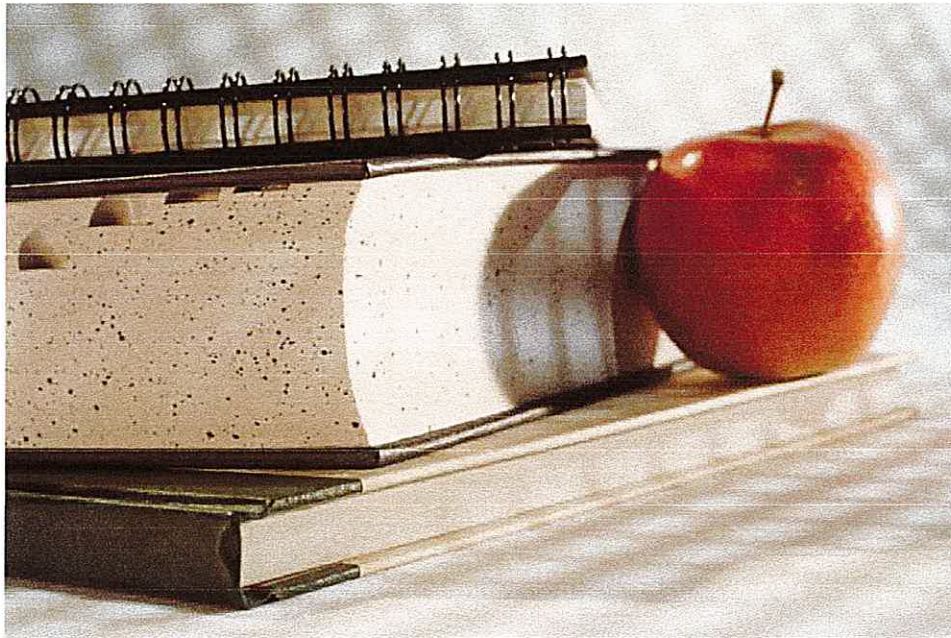
Work with your child at home to help him succeed in third-grade math. Be informed about what she is working on and know whether she needs help with specific skills. Stay positive as your child works to establish his foundation for future math concepts. Your attitude makes all the difference to her. Here are some suggestions for things to do at home to help your child learn:

- Use coins and have your child show you how many ways she can make 5 cents, 10 cents, 25 cents, and 50 cents.
- Cut out grocery store coupons and have him determine how much money is saved. Ask your child what could be purchased using the savings from the coupon. A pack of gum? A pencil? How much money could be saved if she had 3, 4, or 5 of the coupons? What could he purchase with those savings?
- Help your child understand the concept of division by separating a collection of objects. First, separate the objects into an equal number of groups. For example, if 12 toys were separated so that there were 4 toys in each group, how many groups of 4 would you have? (Answer: 3) Second, separate the objects so that there is an equal number in each pile. If 12 toys were separated into 3 equal piles/groups, how many toys would be in each group? (Answer: 4)
- Use flash cards to work with your child to memorize the multiplication tables.



ADDITIONAL INFORMATION

- For math games and activities, see www.gameclassroom.com.
- *Scholastic* provides “parent refreshers” of the skills your child is expected to learn in each grade in school: <http://www.scholastic.com/parents/resources/collection/subject-refreshers/parent-primers>.
- This site offers free interactive games to help sharpen your child’s math skills: http://www.abcya.com/third_grade_computers.htm.
- *Funbrain*, <http://www.funbrain.com/brain/MathBrain/MathBrain.html>, has fun games to help with math skills. It requires you to have a password; however, to receive one, you only need to record a gender and a grade level.
- *The Khan Academy* offers tutorials on all aspects of third-grade math at <https://www.khanacademy.org/math/cc-third-grade-math>.



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GRADE 3 SCIENCE

Key Features

Focus Areas

- The relationship of force and motion,
- electric and magnetic forces,
- unique and diverse life cycles of plants and animals,
- animal traits influenced by their environment,
- rate of events on Earth,
- weathering of rocks,
- types of bodies of water, and
- human impacts on natural resources.

By the end of Grade 3, students can

- Represent data in tables and graphs
- Ask questions that can be investigated based on patterns such as cause and effect relationships.
- Develop and use models to describe phenomena.
- Construct an argument with evidence, data, and/or a model.
- Analyze and interpret data.
- Make a claim about a solution to a problem by citing relevant evidence.
- Provide evidence of unbalanced forces causing motion and balanced forces not causing motion
- Use patterns from observations and measurements to predict future motion
- Investigate the electric and magnetic forces between a pair of objects.
- Develop solutions to a simple design problem by applying information learned about magnets.

Home to School Connections

Questions you can ask your learner could include:

- When pushing a swing, can you predict the motion?
- How do we use magnets in our everyday life?
- What's an example of a group of animals here in South Carolina that work together to survive?
- Why do cats have a variety of colors?

- What are traits?
- What preparation can we take if a natural hazard such as a hurricane or tornado hits South Carolina?

Questions you can ask your learner's teacher could include:

- Which organism life cycles do you focus on in class?
- What local museums, zoos, nature centers or state parks have items that enhance student learning?

Activities and learning you can do outside of the classroom to support your learner could include:

- Push an object such as an empty box or a swing with force from one side and observe the motion. Also, push on a heavier object that cannot be moved. Talk about balanced and unbalanced forces.
- Create static electricity by rubbing an inflated balloon on your hair.
- Use toys with magnets or refrigerator magnets to investigate how the distance between two magnetic objects affects the strength of the force.
- Read books, look up examples online, or observe in nature the life cycles of organisms, such as the monarch butterfly, frogs, dragonflies, or ducks. Have the learner draw out the phases in the life cycle.
- Watch videos of bees working together to support the hive. Other groups to view include hive wasps, termites, ants, humpback whales, and dolphins.
- Visit a local garden to observe variations of the same type of flowering plant. Visit a local farm, zoo, or pet store to observe the variety of organisms of the same species. For example, look at the stripes of tigers or the color patterns of cats or guinea pigs
- Discuss examples such as stunted growth in plants due to insufficient resources or obesity in animals that eat too much and get little exercise.
- Local museums, nature centers or state parks can provide insight into changes to the environment over time with fossil evidence.
- Look for examples around you including plants that have larger thorns than other plants may be less likely to be eaten, or animals that have better camouflage may be more likely to survive and produce offspring.

- Identify the needs and characteristics of the organisms in the local habitat. Discuss how changes in a habitat are sometimes beneficial, sometimes neutral, or sometimes harmful to an organism.
- Identify the local land use in your area such as agriculture, urbanization, or tourism and how the environment has changed in recent years. Discuss how it has impacted the land, water distribution, temperature, resources, and organisms. For example: new housing developments lead to less trees, land changes, and increased pollution.
- Make predictions about weather conditions based on average temperature, precipitation, and wind direction in your local community.
- Flooding can be a major issue throughout South Carolina. Discuss how flooding has impacted your family, and what can be done to prevent damage from flooding.

Books

- Barnett, Judi. *Cloudy with a Chance of Meatballs*
- Dussling, Jennifer. *Looking at Rocks*
- Drummond, Allan. *Green City: How One Community Survived a Tornado and Rebuilt for a Sustainable Future*
- Gibbons, Gail. *Hurricanes!*
- Pellant, Chris. *Smithsonian Handbooks: Rocks & Minerals*
- Pushing Apart - Schreiber, Anne. *Magnets*
- Stille, Darlene R. *Motion: Push and Pull, Fast and Slow*
- Wells, Robert E. *Polar Bear, Why is Your World Melting?*
- Whalley, Margaret. *Magnetism & Electricity*

Resources

- American Museum of Natural History: Ology (<https://www.amnh.org/explore/ology>)
- Britannica Kids (<https://kids.britannica.com/>)
- CK-12 Foundation: (<https://www.ck12.org/student/>)
- Discus Kids (<https://www.scdiscus.org/discus-kids>)
- Edventure Children's Museum (<https://edventure.org/>)
- Exploratorium (<https://www.exploratorium.edu/>)
- Khan Academy Kids (<https://learn.khanacademy.org/khan-academy-kids/>)
- NASA Kid's Club (<https://www.nasa.gov/learning-resources/nasa-kids-club/>)
- PBS Kids Science (<https://pbskids.org/games/science>)
- South Carolina State Museum (<https://scmuseum.org/>)

Family-Friendly Guides to the SC Social Studies Standards for 3rd Grade: World Geography

The South Carolina Social Studies College- and Career-Ready Standards:

- Outline the knowledge and skills students must master so that, as high-school graduates, they have the expertise needed to be successful in college or careers.
- Provide a set of grade-level standards that offer opportunities for inquiry so that students may apply their learning in real world situations.
- Ensure that no matter where a student lives in South Carolina, the expectations for learning are the same.

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South Carolinians developed these academic standards for South Carolina's children. The Social Studies Standards are aligned with the Profile of the South Carolina Graduate, which summarizes the knowledge, skills, and habits employers expect (See http://sccompates.org/wp-content/uploads/2016/01/Profileof-the-South-Carolina-Graduate_Updated.pdf). The Profile demands world-class knowledge and skills, emphasizes critical thinking and problem solving, communication, and interpersonal skills.

How to Read this Document:

The 2019 South Carolina Social Studies College and Career Ready Standards are made up of four components that work together to offer students an opportunity to learn Social Studies by engaging with content, discipline-specific skills, thematic learning, and inquiry. This document is designed to highlight these four individual components to show how they combine to make up your student's Social Studies class.

Contained within is a summary of the course, a description of the content that will be explored, a list of the discipline specific skills along with how they translate to the grades above or below them, a list of possible questions for inquiry for your student, and additional resources.

Summary of the course:

In grade three, students will explore the spatial distribution of Earth's physical and human features and how these features interact to make Earth their home. Earth's natural features and resources have both presented opportunities and constraints for how and where people have lived on Earth, in turn influencing the development of different cultural expressions. A geographic and skills-based study of the physical and human characteristics of places will bridge the skills practiced in the primary grades to the subsequent content and thinking skills of later grades.

Family Friendly Guide for 3rd Grade Social Studies
World Geography

Content Exploration

Standard	Summary
1: Map Skills and Earth's Features	Students will explore how global citizenship begins with the initial understanding of Earth's major features and how geographic information is used to learn about those features.
2: Environment and People	Students will explore Earth's diverse physical landscape provides the opportunity to discover how humans live and interact in various areas over time. Students will also explore how Earth's physical systems influenced human migration and lifestyles and led to the creation of a diverse world.
3: Environment and People	Students will explore how Earth's physical environment can have profound effects on its inhabitants and how geographic information about physical systems can be used to create a related safety plan in the event of a natural disaster.
4: Culture and Economy	Students will explore how the spatial distribution of Earth's physical features and natural resources influences the development of various cultures and livelihoods.
5: North America	Students will explore how Earth has been continuously explored for its resources, a process that has resulted in cultural contact with both positive and negative consequences. They will also explore how culture groups across various world regions continue to interact through economic, social, political, and environmentally driven migration.

Skills Focus

Skills are necessary across the social studies for the student's understanding of the content to be taught at each grade level. The study of history, economics, geography, and civics and government each require unique, discipline-specific practices and these practices are embedded in each standard through individual indicators.

Skills	Grade 3: Contemporary World Geography	Grade 7: Geography of World Regions	Human Geography
Mapping	Identify, use, interpret, and construct large-scale maps.	Identify, use, interpret, and construct regional-scale maps.	Identify, use, interpret, and construct local through global scale maps.
Models and Representation	Identify, use, interpret, and construct basic geographic models and other visual representations.	Identify, use, interpret, and construct geographic models and other visual representations at the regional scale .	Identify, use, interpret, and construct geographic models and other visual representations from local to global scales .
Gather Evidence and Communicate Findings	Identify, use, and interpret different forms of evidence, including primary and secondary sources.	Identify, use, and interpret different forms of evidence, including primary and secondary sources, at the regional scale .	Identify, use, and interpret different forms of evidence, including primary and secondary sources, from local to global scales .
Conditions, Connections, and Regions	Identify and compare the development of conditions, connections, and regions.	Identify, compare, and evaluate the development of conditions, connections, and regions.	Identify, compare, and evaluate the development of complex conditions, connections, and regions.
Scale	Identify spatial hierarchies.	Identify and compare spatial hierarchies.	Identify, compare, and interpret spatial hierarchies.
Distribution and Patterns	Identify spatial distributions, patterns, and associations.	Identify and analyze spatial distributions, patterns, and associations.	Identify, analyze, and explain spatial distributions, patterns, and associations.

Themes Focus

Thematic instruction allows for information to be categorized into organized concepts. Analysis of overlapping themes allow students to move away from memorization of historical events and toward becoming 21st century learners who can use thematic content for new learning, problem solving, and genuine inquiry. Thematic instruction allows for students to make connections between content within a course and between various courses to deepen their understanding. Social Studies involves the development of civic dispositions and working with instructional themes to allow students to not only learn social studies content, but to apply flexible thinking to the content and be able to address societal issues in a responsible manner.

Theme Name	Theme Description
Places and Regions	The PR theme encourages the study of the experiences of humans organized into geographic regions. Regions describe places that are characterized by similar physical and human conditions.
Environment and Resources	The ER theme encourages the study of Earth's physical systems (e.g., climate, landform, vegetation) and how human activities modify the environment, bringing both benefits and costs. The distribution of natural resources varies spatially and temporally, resulting in different political and economic relationships.
Human Systems	The HS theme encourages the study of various human activities and characteristics across Earth's surface. The spatial distribution and movement of populations and the resultant changes form the basis of understanding. Cultural characteristics, economic systems, political systems, and settlement patterns are further examples of how human landscapes vary spatially.
Applied Geography	The AG theme encourages the study of how geographic literacy and geographic skills, such as mapping, are used to solve problems. An understanding of past and present spatial organizations of Earth enables people to better understand and plan for the changes in human and physical phenomena in the future.

Inquiry Focus

Inquiry supports students' learning by offering an avenue for discovery about the world around them. Using the tools students learn in their Social Studies classes, the possible questions for inquiry engage students in discovery by encouraging them to be inquisitive and analyze information. This allows them to make arguments and draw conclusions about the content with which they engage by applying the discipline-specific skills for their course.

Possible Questions for Inquiry for your 3rd Grade Student:

- Where are human and physical characteristics of the world and how do we locate them?
- Are there relationships between physical and political features?
- How can one use physical and human features to find the shortest route from one town to another town?
- Assuming the role of a weather scientist, how can you plot the path of a recent hurricane and show its impact on South Carolina?
- Does living in a particular hemisphere make people alike?
- Where are physical features distributed around the world?
- How do people interact with the physical environment in different places?
- What relationship can you make between a location's climate and human activities there?
- How do human and physical systems lead to creating a diverse world?
- What are relationships between Earth's environmental hazards and human activities?
- What are the natural hazards facing people in various locations?
- How is evidence used to draw conclusions about patterns of natural disasters around the world?
- How are disaster safety plans developed?
- What natural hazard poses a threat to your community and what steps can you take to prepare for it?
- How do cultural characteristics differ around the world?
- How does the distribution of Earth's resources impact the economies of various regions around the world?
- How do economies and agriculture differ around the world?
- How does geographic location influence culture?
- How do the physical characteristics of South Carolina's landform regions impact the cultural characteristics and livelihoods of the people who live there?
- How and why do humans explore and migrate across Earth?
- What are the motivations for exploring Earth and how did exploration patterns impact different regions around the world?
- What are the economic, social, and political motivations behind human migration?
- How do geographic representations help identify migration patterns?

Additional Resources:

- [2019 South Carolina Social Studies College- and- Career- Ready Standards](#)
 - o The full standards document can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/standards/>

- [South Carolina Social Studies Instructional Guides](#)
 - o The most updated Alignment Guides and Inquiry Units of Instruction can be found by clicking the link above, or by visiting: <https://ed.sc.gov/instruction/standards-learning/social-studies/resources/>

- [South Carolina ETV](#)
 - o The site may also be found by visiting: <https://www.scetv.org/>

- [South Carolina Remote Learning](#)
 - o These are websites that are identified by grade level and content range for your student.
 - o The site may also be found by visiting: <https://scremotelearning.com/parents-students/>

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