Elementary Social Studies
3rd Grade Public Overview

3rd Grade Social Studies
1st 9 Weeks
Assessments NWEA Map Reading Fluency BOY (8/24 - 8/26) NWEA Map Growth Math BOY (9/3) NWEA Map Growth Reading BOY (9/10) NWEA Math Growth Science BOY (9/16)

What are we learning?
How can I help at home?

Unit 1: Citizenship

Essential Question:

- Why are good citizens important to the success of our country?
- What do individuals help improve their community?
- What can we learn from good citizens in the past?

Timeline: 8/11 – 9/8
Priority Standards: 3.9A, 3.9B, 3.9C, 3.9D, 3.9E
Link to TEKS

Content Unit Overview:

This unit is important because students will learn from outstanding citizens as well as how they can be an engaged citizen. Students will learn about the characteristics of good citizenship and individuals who have been good citizens such as Ruby Bridges, Helen Keller, and Clara Barton. Several characteristics of good citizenship such as justice and equality will be described as well as individuals in the past and present who have exemplified good citizenship. From there, students will learn about actions people take to improve their communities through examples of civic organizations. The knowledge gained in this unit will be helpful in future grades as students learn more about good citizens from our past and how they can be more engaged in their communities.

At-Home Connection:

- Ask your child to name someone in the family who shows good citizenship (helpfulness, fairness, responsibility). Have them explain which characteristics that person demonstrates and why it matters.
- Take a short walk or drive and point out places where people help the community (fire station, library, school). Discuss how these helpers show justice, equality, and service.
- Talk about Ruby Bridges, Helen Keller, or Clara Barton and ask your child to connect their courage to a moment when *they* had to be brave or stand up for what's right.
- Choose one small action to help the community this week—picking up litter, donating a book, writing a thank-you note to a community worker. Connect it to what civic organizations do.

Unit 2: Government (Includes Celebrate Freedom Week)

Essential Question:

- What is the main purpose of the founding documents of our country?
- How does our government work together?
- What is the relationship between government and our local community?

Timeline: 9/9 – 10/8
Priority Standards: 3.7A, 3.7B, 3.7C, 3.8A, 3.8B
Link to TEKS

Content Unit Overview:

This unit is important because government and our founding documents are relevant to students' everyday life. Students will first analyze the purpose of government as it is outlined in the Declaration of Independence, the Constitution, and the Bill of Rights. From there, they will learn about the basic structure and services of local, state, and national government. As part of the study on the different levels of government, they will learn about important officials at each level. This unit will form the foundation for government standards covered in 5th and 8th grade social studies.

At-Home Connection:

- Ask your child to explain one idea from the Declaration of Independence, Constitution, or Bill of Rights that they learned in class. Families can share why that idea still matters in everyday life (fairness, freedom, safety).
- Look around your community (in person or online) and identify one local, one state, and one national service—like parks, schools, or the postal system. Talk about which level of government is responsible for each.
- Choose one government official (mayor, governor, or president) and have your child share what they do. Families can connect this to why communities need leaders at different levels.
- During a normal day—driving on roads, visiting a library, using clean water—pause to point out how government helps provide services that keep communities running smoothly.

2nd 9 Weeks

Assessments

Social Studies DLA 1 (12/7 – 12/11)

Unit 3: Geography

Essential Question:

- How can I make a map of a place?
- What makes our physical environment diverse?
- How do variations in the physical environment affect our lives?

Timeline: 10/19 – 12/3
Priority Standards: 3.3A, 3.3B, 3.4A, 3.4B, 3.4C
Link to TEKS

Content Unit Overview:

This unit is important because students learn and apply map skills to their everyday life. In the 1st concept, students will focus on interpreting maps of various places and on constructing their own maps. In this concept, students will learn about intermediate directions and using a scale for the first time. For the maps they create, they will incorporate various map elements such as a compass rose, a scale, legend, and grid

system. In the 2nd concept, students will learn about variations in the physical environment such as climate, landforms, natural resources, and natural hazards. In the last concept, students will how people adapt to and modify the environment. Students will build on this unit in 4th grade where they will analyze how people adapt and modify in a historical context. This unit will also help prepare students for 4th grade and beyond where map skills are incorporated into every unit of study.

At-Home Connection:

- Have your child draw a quick map of a room or the whole home using a compass rose, legend, and simple grid. Families can talk about why map elements help people understand places.
- Choose an object in the house (a plant, a chair, a window) and ask your child to describe its location using intermediate directions like northeast or southwest.
- Look outside or take a short walk and identify landforms, climate features, natural resources, or natural hazards in your area. Families can connect these observations to what students learned in class.
- Discuss one way your family adapts to the environment (using jackets in cold weather) and one way people modify it (building roads, planting gardens). Link it to how communities change their surroundings.

Unit 4: Cultural Celebrations

Essential Question:

- Why are cultural celebrations important?

Timeline: 12/4 – 12/19
Priority Standards: 3.10A, 3.10B
Link to TEKS

Content Unit Overview:

In this unit, students will first learn about cultural celebrations. They will explain the significance of various ethnic and/or cultural celebrations in the local community and other communities. As part of this, they will compare various ethnic and cultural celebrations from their community to other communities.

At-Home Connection:

- Invite your child to describe one cultural or family celebration you observe at home. Families can talk about its significance, connecting it to how communities honor their heritage.
- Look online or in your neighborhood for local cultural celebrations (festivals, parades, holidays). Discuss how these events help people share their culture with others.
- Choose one celebration your family knows well and compare it to a celebration from another culture. Talk about similarities (food, music, traditions) and differences.
- During a meal or family activity, ask your child why people celebrate certain events. Connect this to how celebrations help communities remember important people, beliefs, and stories.

3rd 9 weeks

Assessments

NWEA Map Reading Fluency MOY (1/11 - 1/13)
NWEA MAP Growth Math MOY (1/21)
NWEA MAP Growth Reading MOY (1/28)
NWEA MAP Growth Science MOY (2/3)

Unit 5: Cultural Heritage

Essential Question:

- What is the impact of heroes on a culture?
- Why is the work of writers and artists important?

Timeline: 1/6 – 2/5
Priority Standards:
Link to TEKS

Content Unit Overview:
This unit is a continuation of the culture unit, but the focus is on cultural heritage. In concept 1, students will learn about the impact of heroes like Harriet Tubman and Todd Beamer. In the 2nd concept, students will focus on the significance of various writers and artists like Laura Ingalls Wilder and Kadir Nelson. This unit is important because students will gain a broader understanding of their culture.

At-Home Connection:

- Ask your child to share what they learned about Harriet Tubman or Todd Beamer. Families can connect these heroes' actions to people in their own lives who show bravery or help others.
- Look up a piece of writing or artwork by Laura Ingalls Wilder or Kadir Nelson. Talk about what message the creator might be sharing and why their work is important to our cultural heritage.
- Invite your child to share something from your family's cultural background—stories, foods, music, or traditions—and connect it to how communities preserve their heritage over time.

Unit 6: History
Essential Question:

- Why do people create new communities?
- Why do communities change?
- How have new technology and scientific breakthroughs shaped the world we live in today?

Timeline: 2/8 – 4/2 (17 days in GP3 and 14 days in GP4)
Priority Standards: 3.1A, 3.1B, 3.1C, 3.2A, 3.2B, 3.13A, 3.13B
Link to TEKS

Content Unit Overview:
This unit is important because it helps students understand how the present is shaped by the past. Students will learn about communities in the past with an emphasis on the people in the TEKS who have shaped or created new communities. Creating timelines and cause and effect will be a major part of this as well as making a connection from communities in the past to our lives today. This unit will help students in 4th and 5th grade where students will be going much more in depth to historical analysis and how historical events impact the present.

At-Home Connection:

- Invite your child to help create a small family timeline (birthdays, moves, important events). Connect this to how historians use timelines to understand how the past shapes the present.
- Look around your neighborhood and identify something that exists today (a park, a road, a school). Discuss what might have been there in the past and how communities change over time.
- Ask your child to share about one person from the TEKS who helped shape or create a community. Families can connect that person's actions to how communities grow and improve today.

- During a family conversation, point out a simple cause-and-effect example from daily life, then connect it to how historical events lead to changes in communities.

4th 9 Weeks

Assessments

STAAR RLA (April 12 – 14)
STAAR Math (April 26 - 28)
NWEA MAP Growth Math EOY (5/6)
NWEA MAP Growth Reading EOY (5/13)
NWEA Map Reading Fluency EOY (5/17 - 5/19)
NWEA MAP Growth Science EOY (5/20)
Social Studies DLA 2 (5/10 – 5/21)

Unit 7: Economics

Essential Question:

- How do manage your money?
- What influences what consumers buy and what businesses make?
- How does a business work?
- Why is social studies important?

Timeline: 4/5 – 5/27
Priority Standards: 3.5A, 3.5B, 3.6A, 3.6B, 3.6C, 3.6D
Link to TEKS

Content Unit Overview:

This unit is important because it forms the foundation of students' understanding of economics and the free enterprise system. The unit starts off with earning, spending, saving, and donating money. In the 2nd concept, students will define and describe key economic terms such as supply and demand. From there, students will explore how a business operates and successful individuals who have started a business. In the last concept, students will review key concepts associated with every unit throughout the year. The review will center around how all strands of social studies covered during the school year are important because the knowledge and skills gained are relevant to their lives. This unit will help students understand historical periods better in 4th and 5th as in those grades they will be learning economics through a historical lens.

At-Home Connection:

- Ask your child to help plan how to use a small amount of money (real or pretend) by deciding how much to spend, save, and donate.
- At the store or at home, talk about why some items are easier or harder to find and connect it to supply and demand.
- Invite your child to think of a small business idea (like a lemonade stand or craft sale) and discuss what they would need to make it successful.
- During daily routines, ask your child to explain how people use money, jobs, and businesses in real life and why these ideas are important to understand.