

# Social Studies

## Syllabus: Grade 3

### Description

This course is designed to help 3<sup>rd</sup> graders to understand the concepts of the Social Studies contents in the areas of **Geography, History, Civics & Government, and Economics**. Students will learn these concepts in the classroom and hopefully will apply them into their lives.

### Social Studies Strands

There are 4 strands in Social Studies

1. Geography
2. History
3. Civics & Government
4. Economics

### Social Studies Standards

Standards 1-3: Geography Standards

Standards 4-6: History Standards

Standards 7-9: Civics & Government Standards Standards 10-12: Economic Standards

### Social Studies Objectives

Detailed and or specific statement that allows for basic understanding of the overall understanding of a standard.

### Social Studies Resources & Materials

Books: Communities Volume 1&2

### Class Rules:

1. Arrive on time, prepared, and ready to learn
2. Respect yourself and others
3. Make friends and be thoughtful
4. Take turns speaking and listening
5. Say Please and Thank you
6. Try your best!

### Computation of Letter Grade:

90%-100%	-----A
80%-89%	-----B
70%-79%	-----C
65%-69%	-----D
0%-64%	-----F

### Effort and Behavior & Activity

- 1 - Outstanding
- 2 - Satisfactory
- 3 - Needs Improvement
- 4- Unsatisfactory

### Methods of Evaluation

### Quarterly grade for Grade 1 to 8 is based on:

A. 85% = Class Average

\* Class Average = 70% Test + 30% Other  
Components such as quizzes, group works, classwork, homework, self-assessments, experiments/demonstrations/research/projec

B. 15% = Quarter Exam

# Grade 3

## First Quarter

- Know the absolute location (in longitude and latitude) of geographical places (e.g., largest mountain, capital, rivers, major reefs) in their state and Palau. *(Geography)*
- Describe and locate major geographical landforms (e.g., rivers, lakes, mountains, atolls) in their state and compare them with those in other states of Palau. *(Geography)*
- Identify oral historical narratives and describe their significance in shaping the identity of their state. *(History)*
- Describe the similarities and differences among their community and state in different times and places. *(History)*
- Define rules and laws in their state and suggest appropriate consequences for noncompliance. *(Civics & Government)*
- Describe bartering (e.g., trading marbles) and how money makes it easier for people to get things they want (e.g., easy to divide, carry, store, compare value of different types of services and products). *(Economics)*

## Second Quarter

- Identify the physical characteristics (e.g., lakes, rivers, mangrove swamps, wetlands, hills, coastlines) of their state, and compare them with neighboring states in Palau. *(Geography)*
- Understand how basic physical processes help shape noticeable features in their state (e.g., rainfall affects vegetation; erosion affects landforms, such as hills). *(Geography)*
- Identify historical artifacts and sites (e.g., ancient villages, burial sites, monoliths, ruins) in their state and describe their historical relevance. *(History)*
- Explain the need for leaders in a community (e.g., state government leaders and traditional leaders) and describe their roles and responsibilities. *(Civics & Government)*
- Explain the structure of their state government (e.g., executive, legislative, traditional leadership) and the functions they serve. *(Civics & Government)*
- Describe bartering (e.g., trading marbles) and how money makes it easier for people to get things they want (e.g., easy to divide, carry, store, compare value of different types of services and products). *(Economics)*
- Identify the basic concept of a market (i.e., the exchange of goods and services between buyers and sellers). *(Economics)*

### Third Quarter

- Understand how basic physical processes help shape noticeable features in their state (e.g., rainfall affects vegetation; erosion affects landforms, such as hills). *(Geography)*
- Know the relationship between economic activities and the location of resources in their state (e.g., tourist sites, farming areas, taro patches, stores, fisheries). *(Geography)*
- Identify ways human activities have changed the environment in their state (e.g., state landfill, large farms, tourism industry) and the advantages and disadvantages. *(Geography)*
- Describe the similarities and differences among their community and state in different times and places. *(History)*
- Identify the basic purpose of their state government (e.g., protect rights of citizens and promote the common good) and give examples of why it is necessary (e.g., make and enforce laws, manage conflicts, provide basics services). *(Civics & Government)*
- Know that choice usually involves trade-offs; people can give up buying or doing a little of one thing in order to buy or do a little of something else. *(Economics)*
- Define what a tax is, and give examples of different types of taxes (e.g., sales, sin tax, income, car registration). *(Economics)*

### Fourth Quarter

- Know the relationship between economic activities and the location of resources in their state (e.g., tourist sites, farming areas, taro patches, stores, fisheries). *(Geography)*
- Interpret data presented in timelines, and construct timelines of significant historical developments in their state. *(History)*
- Describe the important contributions of a former leader in their state and the lasting impact their accomplishments have on the community. *(History)*
- Explain how government officials (governor, legislators, etc.) at the state level are elected or appointed, and compare the process with that of neighboring states in Palau. *(Civics & Government)*
- Give examples of the different ways individuals in their community can influence their state government (e.g., meeting with public officials, participating in community meetings, voting, running for office). *(Civics & Government)*
- Give examples of limited and unlimited resources, and explain how scarcity compels people and communities to make decisions about goods and services, giving up some things to get other things. *(Economics)*
- Define what a tax is, and give examples of different types of taxes (e.g., sales, sin tax, income, car registration). *(Economics)*