

**Maris Stella School**  
**Standard-Based Yearly Plan**  
**3<sup>rd</sup> Grade**

**Social Studies**  
**1<sup>st</sup> Quarter**

**Standard 1:** *Students will learn that a community is place where people live together. Our country is made up of many communities. Some are large. Some are small. However, all communities have somethings in common, and each one is special in its own way.*

**Topic:** *Life in Communities*

Week	Performance Objectives	Performance Indicators	SA	TA
1	Identify how people in communities have fun and earn a living.	<i>I can identify how people in communities have fun and earn a living.</i>		
	Describe how citizens work together to improve communities.	<i>I can describe how citizens work together to improve communities.</i>		
2	Compare ways in which people in different types of communities meet their needs.	<i>I can compare ways in which people in different types of communities meet their needs.</i>		
	Obtain information from a primary source to learn more about a community.	<i>I can obtain information from a primary source to learn more about a community.</i>		

**Standard 2:** *Students will learn that communities are in different places. Each place has its own land, water, and weather. People use the land, water and other resources to live.*

**Topic:** *Communities and Geography*

Week	Performance Objectives	Performance Indicators	SA	TA
3	Describe how people adapt to and modify the physical environment of their communities.	<i>I can describe how people adapt to and modify the physical environment of their communities.</i>		
	Describe different landforms and how people interact with them.	<i>I can describe different landforms and how people interact with them.</i>		
4	Identify different types of natural resources.	<i>I can identify different types of natural resources.</i>		
	Explain how people work to protect natural resources.	<i>I can explain how people work to protect natural resources.</i>		

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5	Identify how citizens can take action to improve their community.	<i>I can identify how citizens can take action to improve their community.</i>		
	Evaluate the contributions of one community effort.	<i>I can evaluate the contributions of one community effort.</i>		
6	Discuss how people adapt to life in a fishing community.	<i>I can discuss how people adapt to life in a fishing community.</i>		
	Summarize how people can take responsibility in caring for their natural resources.	<i>I can summarize how people can take responsibility in caring for their natural resources.</i>		
7	Interpret and create maps that include a title, compass rose, and legend.	<i>I can interpret and create maps that include a title, compass rose, and legend.</i>		
	Obtain geographic information about the community using print and computer sources.	<i>I can obtain geographic information about the community using print and computer sources.</i>		

**\*\*\*End of 1<sup>st</sup> Quarter\*\*\***

### Social Studies 2<sup>nd</sup> Quarter

**Standard 1:** Students will learn that their community did not always look the way it does today. Communities change over time.

**Topic:** Communities Have History

Week	Performance Objectives	Performance Indicators	SA	TA
1	Describe how people in different communities adapt to and modify the physical environment.	<i>I can describe how people in different communities adapt to and modify the physical environment.</i>		
	Describe how past events have changed Native Americans	<i>I can describe how past events have changed Native Americans</i>		
	Explain the cultural heritage of Native American story telling.	<i>I can explain the cultural heritage of Native American story telling.</i>		
2	Describe how the information of colonies changed people's lives long ago.	<i>I can describe how the information of colonies changed people's lives long ago.</i>		
	Identify Native American and English leaders who shaped the community of Jamestown.	<i>I can identify Native American and English leaders who shaped the community of Jamestown.</i>		

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	Analyze information by identifying the main idea.	<i>I can analyze information by identifying the main idea.</i>		
<b>Standard 2:</b> <i>Students will be able to learn that people move to new places to search for a better life. Some start new communities. Others join old communities, bringing growth and change.</i>				
<b>Topic:</b> <i>People on the Move</i>				
Week	Performance Objectives	Performance Indicators	SA	TA
3	Explain why people moved west to build new communities in the 1800s.	<i>I can explain why people moved west to build new communities in the 1800s.</i>		
	Describe how Daniel Boone, Lewis and Clark, and Sacagawea contributed to the expansion of communities in our country.	<i>I can describe how Daniel Boone, Lewis and Clark, and Sacagawea contributed to the expansion of communities in our country.</i>		
4	Identify reasons why immigrants move to new communities, including the need for security and material well-being.	<i>I can identify reasons why immigrants move to new communities, including the need for security and material well-being.</i>		
	Describe how immigrants changed communities over time.	<i>I can describe how immigrants changed communities over time.</i>		
	Analyze information by identifying the main idea.	<i>I can analyze information by identifying the main idea.</i>		
<b>Standard 3:</b> <i>Students will be able to know that communities are always changing. In the past 200 years, people with new ideas have changed how we build our communities. Other people have worked to make communities better places to live.</i>				
<b>Topic:</b> <i>New Ideas Change Communities</i>				
Week	Performance Objectives	Performance Indicators	SA	TA
	Explain how the great Chicago Fire changed a community.	<i>I can explain how the great Chicago Fire changed a community.</i>		
5	Identify inventors and analyze how their technologies affected communities.	<i>I can identify inventors and analyze how their technologies affected communities.</i>		
	Analyze events by sequencing.	<i>I can analyze events by sequencing.</i>		
6	Identify how individual actions can bring about community changes.	<i>I can identify how individual actions can bring about community changes.</i>		
	Identify and summarize how scientist have created new technologies to help improve the health and safety of communities.	<i>I can identify and summarize how scientist have created new technologies to help improve the health and safety of communities.</i>		
	Analyze information by identifying the main idea.	<i>I can analyze information by identifying the main idea.</i>		
7	Identify scientists and inventors who have created or invented new technology.	<i>I can identify scientists and inventors who have created or invented new technology.</i>		

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	Evaluate the impact of new technology on the local community and communities around the world.	<i>I can evaluate the impact of new technology on the local community and communities around the world.</i>		
	Obtain historical information about the community using a variety of sources.	<i>I can obtain historical information about the community using a variety of sources.</i>		
	Sequence and categorize information to create a time line.	<i>I can sequence and categorize information to create a time line.</i>		

**\*\*\*End of 2<sup>nd</sup> Quarter\*\*\***

### Social Studies 3<sup>rd</sup> Quarter

**Standard 1:** *Students will be able to learn about Living and Working. People in communities work to earn money. They use the money to buy things they need and want. Making good choices is important for everyone.*

**Topic:** *Living and Working*

Week	Performance Objectives	Performance Indicators	SA	TA
	Understand how a simple business operates in the U.S. free-enterprises system.	<i>I can understand how a simple business operates in the U.S. free-enterprises system.</i>		
	Identify goods and services.	<i>I can identify goods and services.</i>		
	Explain the importance of business to communities.	<i>I can explain the importance of business to communities.</i>		
	Identify ways an individual exemplified good citizenship in improving the community.	<i>I can identify ways an individual exemplified good citizenship in improving the community.</i>		
	Analyze information by classifying.	<i>I can analyze information by classifying.</i>		
	Identify ways of earning, spending, and saving money.	<i>I can identify ways of earning, spending, and saving money.</i>		
	Analyze a simple budget that allocates money for spending and saving.	<i>I can analyze a simple budget that allocates money for spending and saving.</i>		
	Identify examples of civic organizations and explain how they serve the common good.	<i>I can identify examples of civic organizations and explain how they serve the common good.</i>		

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	Understand how businesses operate in the U.S. free-enterprise system.	<i>I can understand how businesses operate in the U.S. free-enterprise system.</i>		
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**Standard 2:** Students will be able to learn about Working in Communities. In communities around the world, people are at work. They work on farms or in business. They make goods and provide services.

**Topic:** Working in Communities

Week	Performance Objectives	Performance Indicators	SA	TA
	Identify farming as a way of earning money.	<i>I can identify farming as a way of earning money.</i>		
	Understand how supply and demand and scarcity affect the price of goods and services.	<i>I can understand how supply and demand and scarcity affect the price of goods and services.</i>		
	Explain the impact of scarcity on interdependence within communities.	<i>I can explain the impact of scarcity on interdependence within communities.</i>		
	Understand how a manufacturing business works.	<i>I can understand how a manufacturing business works.</i>		
	Identify how Henry Ford's business changed people's lives.	<i>I can identify how Henry Ford's business changed people's lives.</i>		
	Explain how supply and demand affect the price of goods.	<i>I can explain how supply and demand affect the price of goods.</i>		
	Make and interpret a transportation map.	<i>I can make and interpret a transportation map.</i>		
	Identify the principles of domestic and international trade.	<i>I can identify the principles of domestic and international trade.</i>		
	Explain how scarcity affects the interdependence of people and products in the world.	<i>I can explain how scarcity affects the interdependence of people and products in the world.</i>		

**Standard 3:** Students will be able to learn about how government works. Citizens' work together to solve problems. One way they do this through government. In our country, we have community governments, state governments and a national government. Each does different things. They all work to meet people's needs.

**Topic:** How Government Works

Week	Performance Objectives	Performance Indicators	SA	TA
	Explain the basic structure and functions of local government.	<i>I can explain the basic structure and functions of local government.</i>		
	Identify the services commonly provided by local government.	<i>I can identify the services commonly provided by local government.</i>		

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	Compare local and state governments.	<i>I can compare local and state governments.</i>		
	Analyze information by identifying the main idea.	<i>I can analyze information by identifying the main idea.</i>		
	Explain how Washington, D.C., came to be our nation's capital.	<i>I can explain how Washington, D.C., came to be our nation's capital.</i>		
	Discuss the basic structure and functions of the three branches of government.	<i>I can discuss the basic structure and functions of the three branches of government.</i>		
	Interpret a grid map.	<i>I can interpret a grid map.</i>		
	Draw and index a grid map.	<i>I can draw and index a grid map.</i>		
	Compare and contrast the histories of Mexico and the United States.	<i>I can compare and contrast the histories of Mexico and the United States.</i>		
	Compare and contrast local and national governments of the United States and Mexico.	<i>I can compare and contrast local and national governments of the United States and Mexico.</i>		
	Describe Mexico City and the cultural heritage of Mexico.	<i>I can describe Mexico City and the cultural heritage of Mexico.</i>		

**\*\*\*End of 3<sup>rd</sup> Quarter\*\*\***

### Social Studies 4<sup>th</sup> Quarter

**Standard 1:** *Students will be able to learn about citizens in action. Citizens get involved in their communities. They vote, obey laws, and even run for office. Some people join groups to help others. Citizens who get involved help make a community a better place.*

**Topic:** *Citizens In Action*

Week	Performance Objectives	Performance Indicators	SA	TA
	Describe characteristics of good citizenship.	<i>I can describe characteristics of good citizenship.</i>		
	Identify ways individual actions can serve the common good of a community.	<i>I can identify ways individual actions can serve the common good of a community.</i>		
	Name individuals and groups who work for the common good and describe how they help the community.	<i>I can name individuals and groups who work for the common good and describe how they help the community.</i>		

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	Identify Helen Keller as a historic figure who overcame difficulties to work for the common good.	<i>I can identify Helen Keller as a historic figure who overcame difficulties to work for the common good.</i>		
	Analyze information by comparing and contrasting different points of view to solve a problem.	<i>I can analyze information by comparing and contrasting different points of view to solve a problem.</i>		
	Analyze information by identifying causes and effects.	<i>I can analyze information by identifying causes and effects.</i>		
	Identify examples of nonprofit organizations and describe how they serve the common good.	<i>I can identify examples of nonprofit organizations and describe how they serve the common good.</i>		
	Identify examples of actions groups can take to improve the community.	<i>I can identify examples of actions groups can take to improve the community.</i>		

**Standard 2:** Student will be able to learn about People and Culture. Many communities in our country include people from many different cultures. The stories they tell and the art that they make help shape our country's unique culture.

**Topic:** People and Culture

Week	Performance Objectives	Performance Indicators	SA	TA
	Compare and contrast the contributions of different cultural groups to our country today.	<i>I can compare and contrast the contributions of different cultural groups to our country today.</i>		
	Identify the beliefs American citizens hold in common.	<i>I can identify the beliefs American citizens hold in common.</i>		
	Locate the four hemisphere on a globe.	<i>I can locate the four hemisphere on a globe.</i>		
	Identify the heroic deeds of national heroes.	<i>I can identify the heroic deeds of national heroes.</i>		
	Retell the stories of characters found in folktales and legends.	<i>I can retell the stories of characters found in folktales and legends.</i>		
	Learn to use various parts of a source to locate information in a textbook.	<i>I can learn to use various parts of a source to locate information in a textbook.</i>		
	Identify writers, photographers, and artists who have shared their cultural heritage with communities around the world.	<i>I can identify writers, photographers, and artists who have shared their cultural heritage with communities around the world.</i>		
	Explain the importance of writers and artists to communities in our country and around the world.	<i>I can explain the importance of writers and artists to communities in our country and around the world.</i>		
	Describe how Maya Lin contributed to the cultural heritage of our country.	<i>I can describe how Maya Lin contributed to the cultural heritage of our country.</i>		

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**Standard 3:** *Students will be able to learn about communities and culture. Communities around the world celebrate their culture and history in many different ways. Their music, dance, art, and celebrations shape way people in the United States and around the world live.*

**Topic:** *Communities and Culture*

Week	Performance Objectives	Performance Indicators	SA	TA
	Identify individuals and historic events and deeds that are celebrated in communities.	<i>I can identify individuals and historic events and deeds that are celebrated in communities.</i>		
	Compare cultural and ethnic celebrations in communities across the United States.	<i>I can compare cultural and ethnic celebrations in communities across the United States.</i>		
	Explain the importance of community celebrations.	<i>I can explain the importance of community celebrations.</i>		
	Analyze information to use for making a decision.	<i>I can analyze information to use for making a decision.</i>		
	Identify examples of how the cultural heritage of different peoples around the world can influence the cultural heritage of a community.	<i>I can identify examples of how the cultural heritage of different peoples around the world can influence the cultural heritage of a community.</i>		
	Explain the significance of individuals and cultural heritages on the music and food of a community.	<i>I can explain the significance of individuals and cultural heritages on the music and food of a community.</i>		
	Identify ordinary people who exemplify good citizenship.	<i>I can identify ordinary people who exemplify good citizenship.</i>		
	Define examples of actions individuals and businesses can take to improve communities.	<i>I can define examples of actions individuals and businesses can take to improve communities.</i>		
	Identify the cultural heritage of Ghana.	<i>I can identify the cultural heritage of Ghana.</i>		
	Describe cultural celebrations in Ghana.	<i>I can describe cultural celebrations in Ghana.</i>		

**\*\*\*End of 4<sup>th</sup> Quarter\*\*\***

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