



Third Grade Social Studies

School: _____ **Teacher Name:** _____

Below is a list of all the units with the standards and benchmarks for this course. Please use the “Content Taught” column as a checklist and list the date that you taught the standard and/or benchmark.

Unit 1: Social Studies Skills and Processes

Content Taught (✓ box)	Date of Completion	Standards and Benchmarks
Standard: Read to learn and construct meaning about social studies.		
		Use appropriate strategies and opportunities to increase understanding of social studies vocabulary.
		Use strategies to prepare for reading (before reading).
		Use strategies to monitor understanding and derive meaning from text (during reading).
		Use strategies to demonstrate understanding of the text (after reading).
Standard: Write to learn and communicate social studies understandings.		
		Select and use informal writing strategies, such as short/response/essay answer/brief constructed responses, journal writing, note taking, and graphic organizers, to clarify, organize, remember, and/or express new understandings.
		Use formal writing, such as multi-paragraph essays, historical investigations, research reports, letters, summaries, to inform.
		Use formal writing, such as multi-paragraph essays, historical investigations, editorials, and letters to persuade.
		Use timed, on-demand writing to demonstrate understanding on assessments (Constructed Responses).
Standard: Ask social studies questions.		
		Identify a topic that requires further study.
		Identify a situation/issue that requires further study.
Standard: Acquire social studies information.		
		Identify primary and secondary sources of information that relate to the topic/situation/problem being studied.
		Engage in field work that relates to the topic/situation/problem being studied.
Standard: Organize social studies information.		
		Organize information from non-print sources.
		Organize information from print sources.
Standard: Analyze social studies information.		
		Interpret information from primary and secondary sources.
		Evaluate information from a variety of sources.



Content Taught (✓ box)	Date of Completion	Standards and Benchmarks
Standard: Read to learn and construct meaning about social studies.		
		Synthesize information from a variety of sources.
Standard: Answer social studies questions.		
		Describe how the country has changed over time and how people have contributed to its change, drawing from maps, photographs, newspapers, and other sources.
		Use historic contexts to answer questions.
		Use current events/issues to answer questions.

Unit 2: Civics

Content Taught (✓ box)	Date of Completion	Standards and Benchmarks
Standard: Explain the responsibilities and contributions of a good citizen in the United States, the school, and the community.		
		Identify the qualities of a good citizen and their responsibilities within the United States, the school, and the community.
		Explain the importance of respecting and protecting the rights and property of others.
		Understand the importance of following rules in maintaining a peaceful and fair classroom or community.
		Examine a current issue on the local, state, or national level, and its impact on the community.
		Interact with local civic and/or community leaders.
Standard: Understand what it means to live in a democratic society.		
		Determine the importance of voting in a democratic government.
		Identify the importance of government in the community, Maryland, and the United States.
		Explain how democracy relies on engagement including voting and volunteering in civic organizations.
		Compare the responsibilities of local, state, and federal government.
		Recognize that having multiple perspectives both benefits and challenges people living in a democratic society.
		Determine the importance of communication through various means with elected officials.
Standard: Understand the formation of the United States government.		
		Demonstrate an understanding of the history and formation of the United States government.
		Examine the principles expressed in the Declaration of Independence, The Bill of Rights, and U.S. Constitution.
		Define the legislative, executive, and judicial branches of government.



Unit 3: Geography

Content Taught (✓ box)	Date of Completion	Standards and Benchmarks
Standard: Develop map skills by using globes and maps of the world and the United States to locate and describe places and other geographic features of the Earth		
		Identify the seven continents, five major oceans, the equator, hemispheres using maps and globes.
		Understand and apply latitude and longitude coordinates to locate specific places on a map.
		Demonstrate proficiency in reading and interpreting different types of maps, including political, physical, and thematic maps.
		Construct simple maps, using title map legend, compass rose, and a simple scale.
		Identify and define all parts of a map: title, map legend, compass rose, scale, and grid.
		Identify the (five) regions of the US on a map.
Standard: Describe political and geographic features throughout the United States.		
		Identify and describe geographic features such as mountains, rivers, deserts, and bodies of water.
		Compare and contrast five regions of the United States based on political boundaries, geographic features, and cultural characteristics.

Unit 4: History and Culture

Content Taught (✓ box)	Date of Completion	Standards and Benchmarks
Standard: Recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government for individual rights and freedoms.		
		Analyze cultural change over time by evaluating why and how people and institutions supported and restricted freedom by making rules in order to promote freedom, equality, and equity for some, but not all.
		Create timelines showing settlement of various cultural groups in Maryland.
		Analyze photographs, images, and text from the past to learn about key historical figures.
		Compare maps of settlement patterns from the past and today.
		Analyze and compare cultural stories, traditions, and celebrations brought to the United States by various groups.



Unit 5: Economics

Content Taught (✓ box)	Date of Completion	Standards and Benchmarks
Standard: Understand the basic economic organization of Maryland.		
		Identify examples of the three types of resources (natural resources, human resources, and capital resources) and explain the importance of each within an economy.
		Identify goods and services bought and sold in Maryland.
		Examine ways that people use the physical environment for buying and selling goods and services.
		Locate key economic centers in Maryland including agriculture, service, and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps.
		Identify the risks and rewards of entrepreneurship.
Standard: Analyze the impact of economic development in Maryland on people and the natural environment.		
		Explain how jobs and careers are influenced by key economic centers.
		Analyze economic and population data to determine how economic development impacts where people live, work, and play.
		Describe the relationship between human settlement, physical geography, and economic centers.
		Summarize how transportation is influenced by industry, agriculture, and geographic features.
		Explain how humans have modified their environment in the development of economic centers.
		Identify goods and services, assess impact on people and the environment, grasp specialization and trade concepts, and identify economic decision-making.

Unit 6: Ancient Civilizations

Content Taught (✓ box)	Date of Completion	Standards and Benchmarks
Standard: Demonstrate an understanding of the culture of ancient Greece and how its contributions have influenced the present day.		
		Identify key geographic features of ancient Greece
		Explain how people in ancient Greece used their available resources to produce goods and services.
		Explain the influence of ancient Greece on the development of government and indirect (representative) democracy.
		Explain the influence of ancient Greece on sports.
		Analyze the relationship between the environment and the culture of ancient Greece.
Standard: Demonstrate an understanding of the culture of ancient China and how its contributions have influenced the present day.		



		Identify key geographic features of ancient China.
		Compare and contrast the geographical size of ancient Greece and China with present-day Greece and China.
		Explain how people in ancient China used their available resources to produce goods and services.
		Explain the influence of ancient China on architecture, inventions, and culture.
		Analyze the relationship between the environment and the culture of ancient China.