

# Wayne County Public Schools

## NC Essential Standards for Social Studies- 2010

## Grade 3 – Social Studies Pacing Guide

1 <sup>st</sup> 9 Weeks	2 <sup>nd</sup> 9 Weeks	3 <sup>rd</sup> 9 Weeks	4 <sup>th</sup> 9 Weeks
<b>Unit 1: Civics and Government</b>	<b>Unit 2: History/Colonial America</b>	<b>Unit 3: Geography, Environmental Literacy, and Culture</b>	<b>Unit 4: Economics and Financial Literacy</b>
<p><b>3.C&amp;G.1: Understand the development, structure and function of local government.</b></p> <p>3.C&amp;G.1.1 Summarize the historical development of local governments.</p> <p>3.C&amp;G.1.2 Describe the structure of local government and how it functions to serve citizens.</p> <p>3.C&amp;G.1.3 Understand the three branches of government, with an emphasis on local government.</p> <p><b>3.C&amp;G.2: Understand how citizens participate in their communities.</b></p> <p>3.C&amp;G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.</p> <p>3.C&amp;G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.</p> <p>3.C&amp;G.2.3 Apply skills in civic engagement and public discourse (school, community)</p>	<p><b>3.H.1: Understand how events, individuals and ideas have influenced the history of local and regional communities.</b></p> <p>3.H.1.1 Explain key historical events that occurred in the local community and regions over time.</p> <p>3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.</p> <p>3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.</p> <p><b>3.H.2: Use historical thinking skills to understand the context of events, people and places.</b></p> <p>3.H.2.1 Explain change over time through historical narratives. (events, people and places)</p> <p>3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.</p>	<p><b>3.G.1: Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).</b></p> <p>3.G.1.1 Find absolute and relative locations of places within the local community and region.</p> <p>3.G.1.2 Compare the human and physical characteristics of places.</p> <p>3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.</p> <p>3.G.1.4 Explain how the movement of goods, people and ideas impact the community.</p> <p>3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).</p> <p>3.G.1.6 Compare various regions according to their characteristics.</p> <p><b>3.C.1: Understand how diverse cultures are visible in local and regional communities.</b></p> <p>3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.</p> <p>3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.</p> <p>3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions, and behaviors).</p>	<p><b>3.E.1: Understand how the location of regions affects activity in a market economy.</b></p> <p>3.E.1.1 Explain how location impacts supply and demand.</p> <p>3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).</p> <p><b>3.E.2: Understand entrepreneurship in a market economy.</b></p> <p>3.E.2.1 Explain why people become entrepreneurs</p> <p>3.E.2.2 Give examples of entrepreneurship in various regions of our state.</p>
<p>Unit 1: Civics &amp; Government Textbook Unit 1: Citizens and Government Textbook Unit 2: Our Different Roles</p>	<p>Unit 2: History/Colonial America Textbook Unit 3: People and Communities Over Time Textbook Unit 7: Lessons 1- Local &amp; Global Leaders &amp; Lesson 3: Creating New Communities</p>	<p>Unit 3: Geography, Environmental Literacy, &amp; Culture Textbook Unit 4: Our Geography Textbook Unit 1: Lesson 5, Revisit--Holidays &amp; Celebrations Textbook Unit 7: Lesson 2, Folktales &amp; Legends</p>	<p>Unit 4: Economics and Financial Literacy Textbook Unit 5: People &amp; Economics Textbook Unit 6: People &amp; Technology</p>

# Nc 3rd Grade Social Studies Pacing Guide

**Chao Zhang**



## Nc 3rd Grade Social Studies Pacing Guide:

**Resources in Education** ,2000-10     Insiders' Guide North Carolina's Southern Coast and Wilmington Zach Hanner,Pamela Watson,Rebecca Pierre,Kate Walsh,2006-06-15 The annually updated Insiders Guide to North Carolinas Southern Coast and Wilmington is this areas most complete source of travel and newcomer information     **Insiders' Guide to North Carolina's Southern Coast and Wilmington** Gwynne Moore,2005     **Keeping Pace with the Advancing Curriculum** National Education Association of the United States. Research Division,1925     *Resources in Education* ,1993

*Who's Who Among African Americans* Gale Group,2002-07 This critically acclaimed reference provides biographical and career details on notable African Americans including leaders from sports the arts business religion and more     *Who's who in American Education* ,1992     Current Index to Journals in Education ,1997-10     **Cultural Matters** William T. Pink,George W. Noblit,2005 In this book the authors explore the position that systemic reform requires addressing the culture of individual schools and that various reform efforts address school culture in different ways The chapters advocate that the key to success is the match between the strategy in use and the setting In the chapters reforms and their interactions with particular school cultures are explored through fieldwork The reader can learn from the cases what it takes to mount and sustain a systemic reform initiative at the school level The book is intended for teachers principals parents and others as a window into how to think about reform in schools even as they must comply with the demands of accountability policy Jacket     **North Carolina Education** ,1959     *Independent Schools* ,2000     The Publishers Weekly ,1915

**North Carolina's Southern Coast and Wilmington** Deborah Ellis Daniel,Samantha Fey,2000-07     ERIC Educational Documents Index, 1966-69: Minor descriptors and author index ,1970     *Educational Finance* National Center for Educational Communications. Educational Reference Center,United States. President's Commission on School Finance,1972

**The School Executive** ,1938     **Abstracts of Instructional Materials in Vocational and Technical Education** ,1969     **Educational Research Document Summaries** Educational Research Information Center (U.S.),1966     *Gale Directory of Publications* ,2006     **Minnesota Journal of Education** ,1938

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