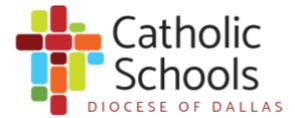


# Unit Maps: Grade 3 Social Studies



Communities and Chronology	Unit	CHECKPOINT		
		1	2	3
<b>3.3 History.</b> The student understands common characteristics of communities, past and present. The student understands the concepts of time and chronology. The student will describe how history begins and ends in God and how history has a religious dimension. *				

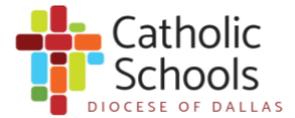
Catholic Identity: Integration of Our Faith			
3.1A	exhibit an affinity for the common good and shared humanity *		
3.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome*		
3.1C	describe how history is a way to learn about what God does for humanity*		
3.1D	explain how Catholic figures and saints impacted history *		

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.2A	use valid primary and secondary sources			
3.2B	select and describe beautiful artifacts from different times and cultures *			

Content	Unit	CHECKPOINT		
		1	2	3
<b>Needs of a Community</b>				
3.3A	identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation			
3.3A.1	identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being			
3.3A.2	compare ways in which various other communities meet their needs			
<b>Chronology</b>				
3.3B	create and interpret timelines (personal, family, and community)			
3.3B.1	use vocabulary related to chronology, including past, present, and future times			
3.3B.2	apply the terms year, decade, and century to describe historical times			
3.3B.3	describe how Jesus, as God incarnate, existed in history just like we do *			

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.2C	analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions			
3.2D	organize, create, and interpret information			
3.2E	identify the historical context of an event			

# Unit Maps: Grade 3 Social Studies



Geography	Unit	CHECKPOINT		
		1	2	3
<b>3.4 Geography and Culture.</b> The student understands the concepts of location, distance, and direction on maps and globes and how humans adapt to variations in the physical environment.				

Catholic Identity: Integration of Our Faith			
3.1A	exhibit an affinity for the common good and shared humanity *		
3.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome*		
3.1C	describe how history is a way to learn about what God does for humanity*		
3.1D	explain how Catholic figures and saints impacted history *		

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.2A use valid primary and secondary sources				
3.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Using Maps</b>				
3.4A create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system				
3.4A.1 identify and use the compass rose, grid system, and symbols to locate places on maps and globes				
3.4A.2 use a scale to determine the distance between places on maps and globes				
3.4A.3 use cardinal and intermediate directions to locate places on maps and globes in relation to the local community				

<b>Humans Interact with their Environment</b>				
3.4B identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains				
3.4B.1 describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape				
3.4B.2 explain the human condition and the role and dignity of man in God's plan. *				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.2C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
3.2D organize, create, and interpret information				
3.2E identify the historical context of an event				

# Unit Maps: Grade 3 Social Studies



Our Government	Unit	CHECKPOINT		
		1	2	3
3.5 <b>Government and Citizenship.</b> The student understands the basic structure and functions of various levels of government and identifies the motivating values that have informed particular societies and how they correlate with Catholic teaching. *				

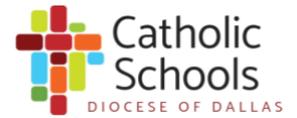
Catholic Identity: Integration of Our Faith			
3.1A	exhibit an affinity for the common good and shared humanity *		
3.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome*		
3.1C	describe how history is a way to learn about what God does for humanity*		
3.1D	explain how Catholic figures and saints impacted history *		

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.2A use valid primary and secondary sources				
3.2B select and describe beautiful artifacts from different times and cultures *				

Content	Unit	CHECKPOINT		
		1	2	3
<b>Governing</b>				
3.5A describe the basic structure of government in the local community, state, and nation				
3.5A.1 identify local, state, and national government officials and explain how they are chosen				
3.5A.2 identify services commonly provided by local, state, and national governments				
3.5A.3 describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government				

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.2C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
3.2D organize, create, and interpret information				
3.2E identify the historical context of an event				

# Unit Maps: Grade 3 Social Studies



Citizenship	Unit	CHECKPOINT		
		1	2	3
<b>3.5 Government and Citizenship.</b> The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student examines how history can assist in the acquisition of values and virtues. * The student demonstrates an understanding of great figures of history by examining their lives for examples of virtue or vice. *				

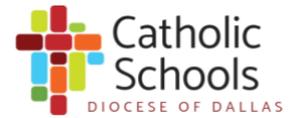
Catholic Identity: Integration of Our Faith			
3.1A	exhibit an affinity for the common good and shared humanity *		
3.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome*		
3.1C	describe how history is a way to learn about what God does for humanity*		
3.1D	explain how Catholic figures and saints impacted history *		

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.2A use valid primary and secondary sources				
3.2B select and describe beautiful artifacts from different times and cultures *				

Being a Good Citizen			
3.5B	identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting		
3.5B.1	identify historical figures who exemplify good citizenship		
3.5B.2	identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting		

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.2C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
3.2D organize, create, and interpret information				
3.2E identify the historical context of an event				

# Unit Maps: Grade 3 Social Studies



Using Money	Unit	CHECKPOINT		
		1	2	3
3.6 <b>Economics.</b> The student understands the purposes of earning, spending, saving, and donating money, and explains how beliefs about God, humanity, and material things affect behavior. *				

Catholic Identity: Integration of Our Faith			
3.1A	exhibit an affinity for the common good and shared humanity *		
3.1B	discriminate between what is positive in the world with what needs to be transformed and what injustices need to be overcome*		
3.1C	describe how history is a way to learn about what God does for humanity*		
3.1D	explain how Catholic figures and saints impacted history *		

Process (Tools to Know)	Unit	CHECKPOINT		
		1	2	3
3.2A use valid primary and secondary sources				
3.2B select and describe beautiful artifacts from different times and cultures *				

Earning, Spending, and Saving			
3.6A	identify ways of earning, spending, saving, and donating money		
3.6A.1	create a simple budget that allocates money for spending, saving, and donating		
3.6A.2	explain the impact of scarcity on the production, distribution, and consumption of goods and services		
3.6A.3	define and identify examples of scarcity		
3.6A.4	explain the impact of scarcity on the production, distribution, and consumption of goods and services		
3.6A.5	explain how supply and demand affect the price of a good or service		
3.6A.6	explain how the cost of production and selling price affect profits		

Simple Businesses			
3.8(A)	explain how a simple business operates		

Learning Process Standards (Ways to Show)	Unit	CHECKPOINT		
		1	2	3
3.2C analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions				
3.2D organize, create, and interpret information				
3.2E identify the historical context of an event				