

Curriculum Grade Book

Morgan County School District

Final, 01/11/2010

Social Studies Grade 3

Social Studies

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
<p>■ 3.2.1 Supporting The learner will be able to identify and give examples of economic institutions (banks) and explain how they help people deal with the problem of scarcity (e.g., loan money, save money) in today's market economy.</p>																														
<p>■ 3.3.1 (DOK 2) ASSESSED The learner will be able to define basic economic terms related to markets (e.g., market economy, markets, wants and needs, goods and services, profit, consumer, producer, supply and demand, barter, money, trade, advertising).</p>																														
<p>● 3.3.2 Supporting The learner will be able to explain different ways that people acquire goods and services (by trading/bartering goods and services for other goods and services or by using money).</p>																														
<p>■ 3.4.1 (DOK 2) ASSESSED The learner will be able to define basic economic terms related to production, distribution and consumption (e.g., goods and services, wants and needs, supply and demand, specialization, entrepreneur) and describe various ways goods and services are distributed (e.g., by price, first-come-first-served, sharing equally).</p>																														
<p>■ 3.4.2 Supporting The learner will be able to describe how new knowledge, technology/tools, and specialization increases productivity in our community, state, nation and world.</p>																														
<p>■ 3.4.3 Supporting The learner will be able to define interdependence and give examples of how people in our communities, states, nation and world depend on each other for goods and</p>																														

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services.																														
Geography																														
<ul style="list-style-type: none"> 4.1.1 Supporting The learner will be able to use geographic tools like maps, globes, mental maps, charts, graphs, to locate and describe familiar places at home, school and the community. 																														
<ul style="list-style-type: none"> 4.1.2 Supporting The learner will be able to use geographic tools to identify major landforms (e.g., continents, mountain ranges) bodies of water (e.g., oceans, major rivers) and natural resources on Earth's surface and use relative location. 																														
<ul style="list-style-type: none"> 4.1.3 Supporting The learner will be able to describe how different factors like rivers and mountain influence where activities are located in the community. 																														
<ul style="list-style-type: none"> 4.2.1 Supporting The learner will be able to describe places on Earth's surface by their physical characteristics like climate, landforms and bodies of water. 																														
<ul style="list-style-type: none"> 4.3.1 Supporting The learner will be able to describe patterns of human settlement in places and regions on the Earth's surface. 																														
<ul style="list-style-type: none"> 4.3.2 Supporting The learner will be able to describe how technology helps us move, settle and interact in the modern world. 																														
<ul style="list-style-type: none"> 4.4.2 (DOK 1) ASSESSED The learner will be able to describe ways people adapt to/modify the physical environment to meet their basic 																														

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needs of food, shelter and clothing.																															
<p>■ 4.4.2 Supporting</p> <p>The learner will be able to describe how the physical environment can both promote and restrict human activities.</p>																															
Historical Perspective																															
<p>■ 5.1.1 Supporting</p> <p>The learner will be able to use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.</p>																															
<p>■ 5.2.1 (DOK 2) ASSESSED</p> <p>The learner will be able to identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., The Star-Spangled Banner, the Underground Railroad, the Statue of Liberty) and patriotic holidays (e.g., Veteran's Day, Martin Luther King's birthday, Fourth of July) and explain their historical significance.</p>																															
<p>■ 5.2.2 (DOK 2) ASSESSED</p> <p>The learner will be able to identify and compare the early cultures of diverse groups of Native Americans (e.g., Northwest, Southwest, Plains, Eastern Woodland) and explain why they settled in what is now the United States.</p>																															
<p>■ 5.2.3 Supporting</p> <p>The learner will be able to describe change over time in communication, technology, transportation and education in the community.</p>																															