

Course Syllabus

Social Studies, Social Studies Grade 3

Morgan County Curriculum 4.1 Elementary., Final
Morgan County School District

Government and Civics

- 1.1.1 Supporting
The learner will be able to identify the basic purposes of local government (to establish order, provide security and accomplish common goals); give examples of services local governments provide like police and fire protection roads and snow removal, garbage pick-up and identify how they pay for these services taxes).
- 1.1.2 (DOK 2) ASSESSED
The learner will be able to identify and explain the purpose of rules within rules like schools, clubs, and teams and compare rules with laws.
- 1.2.1 Supporting
The learner will be able to describe how their local government is structured (like the mayor, city council, judge-executive, fiscal court, local courts) and compare their local government to other community governments in Kentucky.
- 1.3.1 Supporting
The learner will be able to define basic democratic ideas like liberty, justice, equality, rights, and responsibility and explain why they are important today.
- 1.3.2 (DOK 2) ASSESSED
The learner will be able to identify and give examples of good citizenship at home, at school and in the community (e.g., helping with chores, obeying rules, participating in community service projects such as recycling, conserving natural resources, donating food/supplies) and explain why civic engagement in the community is important.

Cultures and Societies

- 2.1.1 (DOK 1) ASSESSED
The learner will be able to describe cultural elements like beliefs, traditions, languages, skills, literature and the arts.
- 2.1.2 Supporting
The learner will be able to study a variety of diverse cultures locally and in the world today and explain the importance of appreciating and understanding other

cultures.

- 2.2.1 Supporting
The learner will be able to identify social institutions like government, economy, education, religion, and family and explain how they help the community.
- 2.3.1 (DOK 2) ASSESSED
The learner will be able to describe various forms of interactions (compromise, cooperation, conflict, competition) that occur between individuals/groups at home and at school.
- 2.3.2 Supporting
The learner will be able to identify appropriate conflict resolution strategies (e.g., compromise, cooperation, communication).

Economics

- 3.1.1 (DOK 2) ASSESSED
The learner will be able to define basic economic terms related to scarcity like opportunity cost, wants and needs, limited productive resources-natural, human, capital and explain that scarcity requires people to make economic choices and incur opportunity cost.
- 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.
- 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).
- 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).

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■ 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).

■ 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.

■ 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 services.

Geography

■ 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.

■ 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.

■ 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.

■ 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.

■ 4.3.1 Supporting

The learner will be able to describe patterns of human settlement in places and regions on the Earth's surface.

■ 4.3.2 Supporting

The learner will be able to describe how technology helps us move, settle and interact in the modern world.

■ 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 needs of food, shelter and clothing.

■ 4.4.2 Supporting

The learner will be able to describe how the physical environment can both promote and restrict human activities.

Historical Perspective

■ 5.1.1 Supporting

The learner will be able to use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to interpret the past.

■ 5.2.1 (DOK 2) ASSESSED

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.

■ 5.2.2 (DOK 2) ASSESSED

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.

■ 5.2.3 Supporting

The learner will be able to describe change over time in communication, technology, transportation and education in the community.