

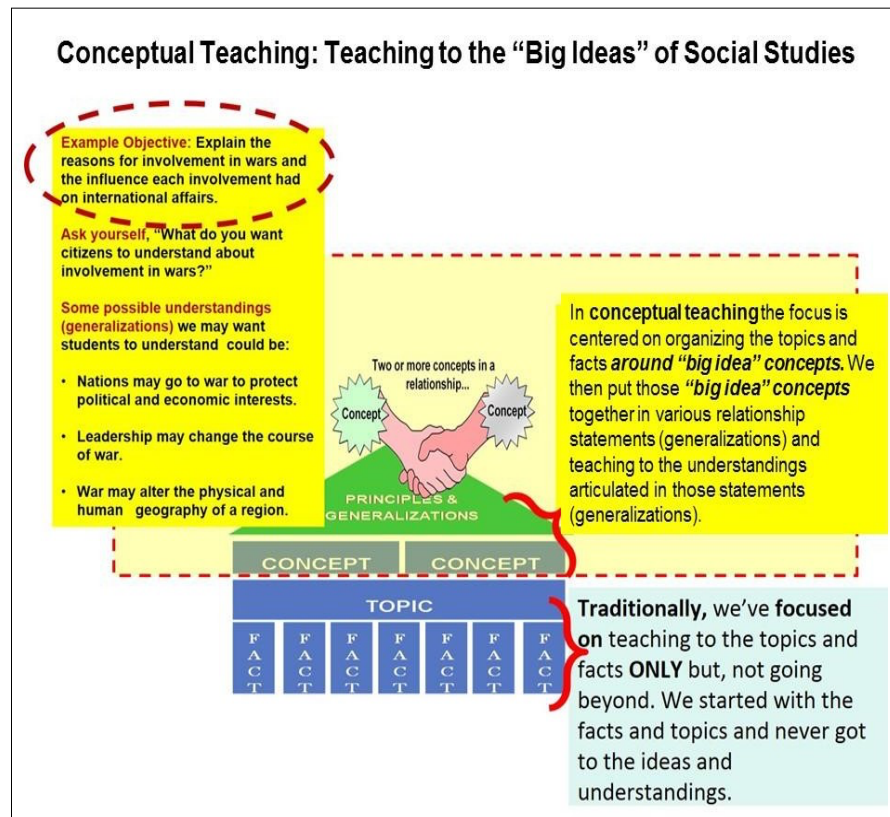
Dear 3rd Grade Social Studies Teacher:

On February 4, 2021 the North Carolina State Board of Education approved new content standards for K-12 social studies. The elementary standards define what students are expected to know, understand, and be able to do by the end of each grade. Included as a part of the approval of the standards is a [preamble](#) written by NC Superintendent of Public Instruction, Catherine Truitt. The [preamble](#) states that the standards are a framework intended to teach the full spectrum of history to best help students learn and use the information they acquire in the course of learning experiences.

Need to Know:

- Social Studies is taught daily in a minimum 30 to 45 minute blocks with a conceptual teaching and learning approach.
- The standards and objectives in the third grade SCOS, **Our Community and State**, support the building of the foundation of social studies skills, concepts, and processes that progress vertically K-12 and prepare students to be college, career, and civic ready.
- Students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.
- Study the explanation and example of the graphic (Figure 1) to begin developing your understanding of concept-based teaching.
- Lessons should be developed *with an integrated literacy approach*.
- Lessons should engage students' intellect and interest in conceptual understandings: *1. about real people's lives and their relationship to each other and to nature; 2. various roles students will assume in making society more equal and more just; 3. and expressing of students' ideas powerfully to make a difference in society locally, nationally and internationally.*
- Use the new 2021 Social Studies Unpacking Guide to craft the learning.

Figure 1: Example of Conceptual Teaching



[Link: What is Concept-Based Learning?](#) (video)

Best regards for a successful school year!

-The CIA Team

“Charting a New Course” to Student Achievement!

Halifax County Schools

(New 2021 Social Studies Standards)



Halifax County Schools: Third Grade Social Studies Pacing Guide

Revised August 19, 2021

The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically, and each represents a different social studies lens through which students should access the content. The intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. **The Inquiry Indicators** are meant to be used in concert with the content standards. The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking.

[Link: What is inquiry-based learning? \(video\).](#)

Inquiry (Grades 3-5)		Quarters Taught			
Categories	Indicators	1 st	2 nd	3 rd	4 th
Compelling Questions Article Link: How to Help Students Ask Better Questions by Creating a Culture of Inquiry	I.1.1 Identify content required to provide an answer to compelling questions.	1st	X	X	X
	I.1.2 Construct compelling questions that promote inquiry with peers.	1st	X	X	X
Supporting Questions Article Link: How to Help Students Craft Questions that Compel & Support	I.1.3 Understand how responses to supporting questions provide responses to compelling questions.	X	2 nd	X	X
	I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.	1st	2 nd	3 rd	X
Gathering and Evaluating Sources Article Link: The Ultimate Guide to Teaching Source Credibility Video Link: Evaluating Sources and Using Evidence	I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.	1st	2 nd	3 rd	X
	I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.	X	X	3 rd	4 th
Developing Claims and Using Evidence Article & Video Link An Introduction to Claim-Evidence-Reasoning	I.1.7 Construct claims in response to compelling and supporting questions.	X	X	3 rd	4 th
	I.1.8 Accurately use information from sources when making claims.	X	X	3 rd	4 th
	I.1.9 Make inferences from information in sources.	1 st	2 nd	3 rd	4 th
Communicating Ideas Article Link: Obtaining, Evaluating, and Communicating Information	I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.	1 st	2 nd	3 rd	4 th
Taking Informed Action Article Link: What is Informed Action? Video Link: Inspiring Examples of Informed Action	I.1.11 Identify ways to address problems related to the compelling question.	1 st	X	X	X



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In third grade, students will focus on "Our Community and State." Third graders will learn, through the six strands of social studies,

B-Behavioral Sciences

The interactions between individuals and groups that develop local and state communities. Students will compare regions and understand how the location of regions, as well as resources found within those regions, both define local communities and help shape their development and growth.

C&G-Civics and Government

Third graders will also understand the importance of the roles and responsibilities of local and state government.

Objectives

Quarters Taught

Objectives

Quarters Taught

3.B.1 Understand how values and beliefs of individuals and groups influence communities.

1st 2nd 3rd 4th

3.C&G.1 Understand the structure and function of state and local government.

1st 2nd 3rd 4th

3.B.1.1 Explain how the values, beliefs, and cultures of various indigenous, religious, racial and other groups contribute to the development of local communities and the state.

1st X X X

3.C&G.1.1 Compare the structure and function of both state and local government.

X 2nd X X

3.B.1.2 Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities.

2nd X X

3.C&G.1.2 Classify the roles and responsibilities of leaders in state and local government.

1st X X X

3.C&G.1.3 Compare how state, local, and tribal governments help solve problems within communities.

X X 3rd X

E-Economics

Third graders will also understand the importance of the role that local- businesses and entrepreneurs play within the local economy.

G-Geography

Students will study people and events significant to local regions that represent our communities and our state.

Objectives

Quarters Taught

Objectives

Quarters Taught

3.E.1 Understand how economic decisions and resources affect the local economy.

1st 2nd 3rd 4th

3.G.1 Understand how geography impacts the development of regions and communities.

1st 2nd 3rd 4th

3.E.1.1 Explain how entrepreneurship develops local communities.

X X 3rd X

3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities.

X 2nd X 4th

3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities.

X X 3rd X

3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region.

1st X X 4th

3.E.1.3 Summarize the role supply and demand plays in local economies.

X X X 4th

3.G.1.3 Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.

X X 3rd 4th

H-History

Students will understand how interactions between various cultural groups shape local & state communities through aspects such as food, traditions, artistic expression, & more.

Objectives

Quarters Taught

3.H.1 Understand how various people and historical events have shaped local communities.

1st 2nd 3rd 4th

3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, & racial groups have contributed to development of local community.

1st X X X

3.H.1.2 Explain the lasting impact historical events have had on local communities.

1st 2nd X X

3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

X 2nd X X



