

2011

Social Studies Curriculum Guide

Catholic Diocese of Wilmington, Delaware

Grade 3 Standards

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What is Social Studies?

The National Council for the Social Studies, the largest professional association for social studies educators in the world, defines social studies as:

*...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.**

Why Is Social Studies important?

The aim of social studies is the promotion of civic competence—the knowledge, intellectual processes, and democratic dispositions required of students to be active and engaged participants in public life. Although civic competence is not the only responsibility of social studies nor is it exclusive to the field, it is more central to social studies than to any other subject area in schools. By making civic competence a central aim, NCSS has long recognized the importance of educating students who are committed to the ideas and values of democracy. Civic competence rests on this commitment to democratic values, and requires the abilities to use knowledge about one’s community, nation, and world; apply inquiry processes; and employ skills of data collection and analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustaining and improving our democratic way of life, and participating as members of a global community.*

Social Studies in the Catholic School

In Catholic education social studies not only assists in the formation of good citizens but also strives to form moral persons who live their Catholic faith. A strong faith life inspired by Gospel values compels Catholics to act accordingly with respect for cultural diversity and in cooperation with others in a democratic society to meet the needs of all in an increasingly interdependent world.

*National Council for the Social Studies. (2010). National curriculum standards for social studies: A framework for teaching, learning, and assessments. Washington, DC.:NCSS.

Scope and Sequence

K – Self

1 – Family and School

2 – Neighborhoods

3 – Communities

4 – United States Regions (2 trimesters) and home State Studies (1 trimester)

5 – Survey of United States History (Emphasis on Age of Exploration and Discovery and Colonial Life – 2 trimesters) and Western Hemisphere Geography (1 trimester)

6 – World Civilizations

7 – United States History (Setting the Stage for the American Revolution to Reconstruction)

8 – United States History (Settlement of West to Present Day)

9 – World History I*

10 – World History II*

11 – United States History (Emphasis on 20th Century to Present Day)*

12 – Elective*

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*Secondary courses may vary as to which year a particular course is required.

Grade 3 Standards – Communities

History

- H1** Compare decades and centuries. Discuss archaeology and its importance in historical research.
- H2** Explore the time line of immigration and its influence on the local community, American culture, and the role of the Catholic Church.
- H3** Describe beginnings of America from the viewpoint of:
- Native peoples
 - Explorers
 - Settlers
 - Pioneers
- H4** Expand knowledge of local history utilizing biographies, and discussion of customs and traditions.
- H5** Identify the needs for and types of inventions in American history.

Geography

- G1** Compare and contrast selected cultures from around the world to local culture.

- G2** Utilizing maps and a globe name the four hemispheres and locate places in each hemisphere. Locate the equator and the prime meridian and explain how using them makes map reading easier.

- G3** Identify and distinguish among urban, suburban, rural, and shore communities using charts and graphs and maps.

- G4** Identify and visit, when possible, local geographic and historical landmarks. Discuss their significance and the importance of preserving them.

Civics

- C1** Understand the roles and responsibilities of local, state, and national government.

- C2** Discuss the traits of a good citizen. Give examples of different ways people can influence their local government (e.g. voting, participating in meetings, running for office).

- C3** Examine the meaning of patriotic symbols, literature, music, and art, building on previous knowledge.

- C4** Incorporate age appropriate discussions of current events into the school day.

- C5** Incorporate service learning into curriculum and integrate with other subject areas, as appropriate.

- C6** Discuss early forms of government and the importance of the three branches of American government. Examine the supporting documents of American government, including (but not limited to) the Declaration of Independence, the Constitution, and the Bill of Rights.

Economics

- E1** Define and give examples of bartering. Explain why money makes it easier for people to get services and goods they want.

- E2** Compare communities at work: occupations (specialization of jobs), manufacturing, buying, and selling.

- E3** Categorize natural, human, and capital resources.

- E4** Define taxes, types of taxes, and purposes of bartering.

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