

**Ark Community Charter School
Social Studies Curriculum Framework – Grade 3**

<u>Suggested Pacing</u>	<u>Units</u>	<u>New York State Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments</u>
When and in what order will the standards be taught and assessed?	What are your unit titles	What should students know?	What should students be able to do? (Assessed) will be bolded below , the rest will be practiced (P) at this grade level.	What essential questions will the students will be able to observe or describe? (Assessed) will be bolded below , the rest will be practiced (P) at this grade level.	What specific tools will be used to assess which content bolded standard or skills standard?
Sept	School – Economics & Government	Standard 4: Economics Standard 5: Civics, Citizenship, and Government	2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life. 1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. 3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities. 4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and		

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			answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.		
Oct-Nov	Migration Why do people move?	Standard 2: World History Standard 3: Geography	<p>2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations</p> <p>1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p> <p>2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>	<ul style="list-style-type: none"> • World communities can be located on maps and globes (latitude and longitude). • The spatial relationships of world communities can be described by direction, location, distance, and scale. • Regions represent areas of Earth’s surface with unifying geographic characteristics. • World communities can be located in relation to each other and to principal parallels and meridians. • Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities. • Earth’s continents and oceans can be located in relation to each other and to principal parallels and meridians. • The causes and effects of human migration vary in different world regions. • The physical, human, and cultural characteristics of different regions and people throughout the world are different. • Interactions between economic activities and geographic factors differ in world communities. • The factors that influence human settlements differ in world communities. 	
December	Passport Project - USA	Standard 2: World History	1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This	<ul style="list-style-type: none"> • What is a culture? What is a civilization? • How and why do cultures change? • Where do people settle and live? Why? • People in world communities exchange 	

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		Standard 3: Geography	<p>study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p> <p>1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p>	<p>elements of their cultures.</p> <ul style="list-style-type: none"> • People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions. • People in world communities celebrate their accomplishments, achievements, and contributions. • Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts. 	
Jan	Passport Project -	Standard 2: World History	<p>1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</p> <p>3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p> <p>4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical</p>	<ul style="list-style-type: none"> • People of similar and different cultural groups often live together in world communities. • World communities have social, political, economic, and cultural similarities and differences. • World communities change over time. • Important events and eras of the near and distant past can be displayed on timelines. • Calendar time can be measured in terms of years, decades, centuries, and millennia, using • BC and AD as reference points. • All people in world communities need to learn and they learn in different ways. • Families in world communities differ from place to place. • Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place. • Different events, people, problems, and ideas 	

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		<p>Standard 3: Geography</p>	<p>evidence, and understand the concepts of change and continuity over time.</p> <p>1. Geography can be divided into six essential elements which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.</p> <p>2. Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.</p>	<p>make up world communities.</p> <ul style="list-style-type: none"> • People in world communities may have different interpretations and perspectives about important issues and historic events. • The causes and effects of human migration vary in different world regions. • The physical, human, and cultural characteristics of different regions and people throughout the world are different. • Interactions between economic activities and geographic factors differ in world communities. • The factors that influence human settlements differ in world communities. • People living in world communities depend on and modify their physical environments in different ways. • Lifestyles in world communities are influenced by environmental and geographic factors. • The development of world communities is influenced by environmental and geographic factors. • Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? • Human needs and wants differ from place to place. • People in world communities make choices due to unlimited needs and wants and limited resources. • People in world communities must depend on others to meet their needs and wants. 	

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				<ul style="list-style-type: none"> • Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make. • People in world communities use human, capital, and natural resources. • People in world communities locate, develop, and make use of natural resources. • Resources are important to economic growth in world communities. • Production, distribution, exchange, and consumption of goods and services are economic decisions which all world communities must make. • Economic decisions in world communities are influenced by many factors. • People in world communities celebrate various holidays and festivals. • People in world communities use monuments and memorials to represent symbols of their nations. 	
Feb	Passport Project -	Standard 2: World History Standard 3: Geography	SEE ABOVE	SEE ABOVE	
March	Passport Project -	Standard 2: World History Standard 3: Geography	SEE ABOVE	SEE ABOVE	
April	Passport Project -	Standard 2: World History Standard 3:	SEE ABOVE	SEE ABOVE	

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		Geography			
May	Passport Project -	Standard 2: World History Standard 3: Geography	SEE ABOVE	SEE ABOVE	
June	Passport Project -	Standard 2: World History Standard 3: Geography	SEE ABOVE	SEE ABOVE	