Grade 3 Social Studies Year at a Glance 2022-2023
Pre-requisites: Completion of Grade 2

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<th>Duration</th>
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<th>Description / Big Ideas</th>
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| **Unit 1:** Personal Financial Literacy | 15-16: 30-minute periods | State Standards: Personal Financial Literacy Standards:  
- 1.5.A: Explain that people make financial choices based on available resources, needs, and wants.  
- 1.5.A.1: Explain the consequences of making financial decisions.  
- 1.5.A.2: Identify opportunity cost of financial decisions made by individuals.  
- 1.5.A.3: Apply the steps in the decision-making process to a financial situation.  
- 1.5.C: Explain the relationship among income, spending decisions, and lifestyle.  
- 1.5.C.1: Develop and apply financial literacy vocabulary.  
- 1.5.C.3: Identify personal financial goals.  
- 1.5.D: Describe the different types of retail markets.  
- 1.5.D.1: Describe market situations where buyers and sellers meet to exchange goods and services.  
- 1.5.D.2: Identify markets that are not face-to-face meetings such as Internet shopping and catalog shopping.  
- 3.5.A.1: Define and list the components of a spending plan.  
- 3.5.A.3: Develop a spending plan indicating income and expenses.  
| Description: This unit provides access for students to experience financial decision-making based on savings and spending plans. Students utilize prior knowledge from grades K-2 about understanding why people save and spend, goods and services, and examples of different markets. Students will develop a deeper understanding of opportunity cost and the choices various markets offer.  
**Big Idea:** Financial literacy skills are developed over time. Successful financial habits require opportunities to practice and apply new information.  
- Why are spending plans a key contributor to personal financial success?  
- How do different forms of retail markets impact how people make economic choices about goods and services?  
| Mastery Task:  
Students will respond to selected-response questions that require them to apply new information. Additionally, students will complete a spending and savings plan and evaluate the pros and cons of their plan. |

| **Unit 2:** Civics in Action | 17-19: 30-minute periods | State Standards:  
- Comparing the responsibilities of local, state, and national government.  
- Identifying the leaders of local, state, and national government in various branches of government  
- Explaining how democracy relies on engagement including voting and volunteering in civic organizations.  
- Identifying how having multiple perspectives both benefits and challenges people living in a democratic society  
| Description: This unit explores the roles citizens can play in local governments and communities. Students identify and analyze the roles and responsibilities of local, state, and national governments. Students explore various civic contribution and advocacy methods while defining elements of their civic voice. Through research, students  
- How can citizens advocate for change in their community?  
| Mastery Task:  
Students will respond to stimulus-based selected-response questions that require the application of new ideas, vocabulary, and skills learned in the unit. |
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<td>• Explaining the importance of civic participation in their community.</td>
<td>will examine several individuals who have expressed their civic voice and made a difference in their community. Students conclude the unit by identifying and explaining how young people can make contributions to their local, state, or national communities.</td>
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<td>• Examining a current issue on the local, state, and national level and its impact on their community.</td>
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<td>• Analyzing ways of influencing local, state, and/or national governments to address a current issue.</td>
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<td>• Identifying individuals and groups who share a common concern for addressing a current issue on the state, local, and/or national level.</td>
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<td>• Developing a plan for effectively organizing and communicating a plan for addressing a current issue.</td>
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#### Big Idea
Local, state and national governments have different responsibilities. Individuals and groups of all ages can impact and shape their communities through civic action.

### Unit 3: Maryland Economics and Geography

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<th>23-24: 30-minute periods</th>
<th>State Standards:</th>
<th>Description: Students explore the interconnectedness of the geography and economics of Maryland. Students think about how the geography of a place shapes economic systems. Students see how the geography of Maryland has impacted the availability of careers and jobs in many places. Students may also draw conclusions about how Maryland upholds and supports these industries while modifying, adapting, and impacting the natural environment.</th>
<th>How does where you live shape how you live?</th>
<th>Synthesis Task – Creating a Brochure</th>
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<td>• Identify goods and services bought and sold in Maryland.</td>
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<td>Students will create a brochure for the state of Maryland. Students include information about Maryland’s geography and various economic centers.</td>
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<td>• Explaining how jobs and careers are influenced by key economic centers.</td>
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<td>• Locating key economic centers in Maryland including agriculture, service, and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps.</td>
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<td>• Analyze economic and population data to determine how economic development impacts where people live, work, and play.</td>
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<td>• Explaining how humans have modified their environment in the development of economic centers</td>
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<td>• Explaining how transportation is influenced by industry, agriculture, and geographic features.</td>
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<td>• Describing the relationships between human settlement and physical geography, and economic centers.</td>
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<td>• Drawing inferences about the positive and negative impacts of human-caused change to the physical environment.</td>
<td>influenced by geography. From colonial times through modern times, many Marylanders remain dependent on the availability of natural resources from the Appalachian Mountains and the Chesapeake Bay.</td>
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### Unit 4: The World Before Colonization & the Establishment of Maryland

#### State Standards:
- Comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment.
- Developing timelines showing settlement of various cultural groups in Maryland.
- Interpreting evidence of the past to make claims about how individuals and groups shaped their region.
- Contrasting the lives of early European explorers, colonists, indentured servants, and enslaved Africans
- Analyzing photographs, images, and text from the past to learn about key historical figures.

#### Description:
During this unit, students explore the theme of history by examining the history of Maryland. Students construct and consistently revisit a growing timeline as they examine Maryland’s story. Students learn about the incredible cultures and genius of African civilizations before the establishment of a triangular trade between colonial America, Africa, and European powers. Students examine how cultures from the past have influenced the present by examining the establishment of Maryland, its first settlement.

#### Big Idea:
Maryland's history is complex and does not begin with Europeans. Indigenous populations lived on much of the land we call Maryland. Historical investigations and inquiries should view and consider multiple perspectives.

#### Essential Questions:
- How did people live in the past?
- How have cultures form the past influenced the past?

#### Progress Task:
Students will respond to stimulus-based selected-response questions that require the application of new ideas, vocabulary, and skills learned in the unit. Students create and evaluate timelines.