



Course Title: **Social Studies - Third Grade**

Description: In the third grade, students study how and why people move from one place to another with the theme “Immigration and Migration.” Students look at the geographic, political, and cultural reasons that people move to a new place as well as what they experience during the transition. They understand that a society is a complex and changing place shaped by laws and the civic virtues of the citizens who live there.

<b><u>Reporting Topic</u></b>	<b><u>Grade Level Standards</u></b>	<b><u>Competency Statement</u></b>
<p><b><u>Westward Expansion</u></b> <b><u>Unit 2</u></b></p>	<ul style="list-style-type: none"><li>● SS.3.8. Describe the effects, opportunities, and conflicts that happened when people from different social groups came into contact with each other.</li><li>● SS.3.11. Provide examples of historical and contemporary ways that societies have changed. (21st century skills)</li><li>● SS.3.19 Create a geographic representation to explain how the unique characteristics of a place affect migration.</li><li>● SS.3.20 Describe how cultural characteristics influence people’s choices to live in different regions of the U.S.</li><li>● SS.3.21 Use map evidence to explain how human settlements and movements relate to the locations and use of various regional landforms and natural resources.</li><li>● SS.3.24 Infer the intended audience and purpose of a primary source using textual evidence.</li><li>● SS.3.25. Explain probable causes and effects of events and developments.</li><li>● SS. 3.26 - Develop a claim about the past based on cited evidence.</li><li>● SS.3.27 Analyze the movement of different groups in and out of Iowa, including the removal and return of indigenous people.</li><li>● SS.3.28 Explain the cultural contributions that different groups have in Iowa</li></ul>	<p>Students will understand different perspectives of reasons why people move and the effects of that movement on the people.</p>



<p><b><u>Business</u></b> <b><u>Unit 3</u></b></p>	<ul style="list-style-type: none"><li>● SS.3.12 Use historical examples to describe how scarcity requires a person to make choice</li><li>● SS.3.13 Identify how people use natural resources, human resources, and physical capital to produce goods and services.</li><li>● SS.3.14 Describe the role of various financial institutions in an economy.</li><li>● SS.3.15 Analyze why and how individuals, businesses, and nations around the world specialize and trade</li><li>● SS.3.16 - Describe how people take risks to improve their family income through education, career changes and moving to new places.</li><li>● SS.3.17 Explain an individual's responsibility for credit and debt (21st century skills)</li><li>● SS.3.18 Determine the importance of saving/investing in relation to future needs (21st century skills)</li></ul>	<p>Students will engage in economic decision making, understanding the factors that influence those decisions.</p>
<p><b><u>Civics</u></b> <b><u>Unit 1</u></b></p>	<ul style="list-style-type: none"><li>● SS.3.9. Compare and contrast the treatment of a variety of demographic groups in the past and present.</li><li>● SS.3.10. Explain how rules and laws impact society. (21st century skills)</li><li>● SS.3.22 Compare and contrast events that happened at the same time.</li><li>● SS.3.23 Compare and contrast conflicting historical perspectives about a past event or issue.</li></ul>	<p>Students will understand the purpose of government and laws and the impact they have on people.</p>