

LINCOLN PUBLIC SCHOOLS
Social Studies Learning Expectations: Grade 3

<p>Strand/Standard: Geography</p> <p>Students will develop understanding of the five themes of geography: location, place, human interaction with the environment, movement and regions.</p>	<p>Big Ideas</p> <p class="list-item-l1">□ Geography is the study of our planet and how we interact with it.</p> <p class="list-item-l1">□ The region of New England and its people, including the state of Massachusetts, have been shaped by certain physical characteristics: climate, natural resources and land and water forms determined by its geographic location.</p> <hr/> <p>Key Outcomes</p> <p class="list-item-l1">□ Students will demonstrate an understanding of physical and human characteristics of Massachusetts by identifying geographic features and landmarks and explaining the significance of these characteristics to Massachusetts residents now and in the state's early history.</p> <p class="list-item-l1">□ Students will demonstrate an understanding of the tools of geography by using map skills to identify and describe locations, places, and regions.</p> <p class="list-item-l1">□ Students will demonstrate an understanding of the relationship between the environment and themselves by giving examples of how people affect the environment and the environment affects people.</p> <hr/> <p>Essential Knowledge and Skills</p> <p><i>Students will be able to:</i></p> <p class="list-item-l1">□ Use coordinate grid to determine locations.</p> <p class="list-item-l1">□ Locate states on map to show New England region.</p> <p class="list-item-l1">□ Locate major cities, towns, and river systems in Mass.</p>
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<p>Strand/Standard: History</p> <p>Students will develop an understanding of people, places, and events in history and their importance in influencing the formation of culture, customs, and national heritage.</p>	<p>Big Ideas</p> <ul style="list-style-type: none"><input type="checkbox"/> History is about events that take place in the past and shape the present and future.<input type="checkbox"/> Massachusetts history was shaped by the arrival of the Pilgrims, the interaction with the Wampanoags, and the development of towns and cities led by the political, technological, artistic and business achievements of influential citizens.<input type="checkbox"/> Events are described in time frames of past, present, and future <hr/> <p>Key Outcomes</p> <ul style="list-style-type: none"><input type="checkbox"/> Students will demonstrate an understanding of the early history of Massachusetts by identifying major events and personalities and explaining how they shaped the colonial and revolutionary period in Massachusetts.<input type="checkbox"/> Student will demonstrate a basic understanding of historical time periods and resources by referencing time periods and interpreting documents and artifacts when speaking and writing about history. <hr/> <p>Essential Knowledge and Skills</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Describe an important person and his/her contribution<input type="checkbox"/> Identify historic sites and explain significance<input type="checkbox"/> Explain culture of indigenous Wampanoag and their interaction with the environment.
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<p>Strand/Standard: Civics and Government</p>	<p>Big Ideas</p> <ul style="list-style-type: none"><input type="checkbox"/> Governments provide order and protect rights.<input type="checkbox"/> Civic involvement strengthens our community in school, in our town and in our state. <hr/>
<p>Students will develop an understanding of the ideals and values that shape civic and governmental documents and institutions. They will explore the relationship between personal freedom, individual responsibility, citizenship, and respect for human dignity.</p>	<p>Key Outcomes</p> <ul style="list-style-type: none"><input type="checkbox"/> Students will demonstrate a basic understanding of the reasons for government by identifying the key documents leading to the development of the US government and explaining their main purpose.<input type="checkbox"/> Students will demonstrate an understanding civic involvement by participating in class and school meetings, and engaging in community service learning projects. <hr/> <p>Essential Knowledge and Skills</p> <p><i>Students will be able to:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> Explain meaning of symbols in American flag<input type="checkbox"/> Help develop class rules and use them to guide own learning<input type="checkbox"/> Identify community leaders and explain their role.<input type="checkbox"/> Participate in class and school meetings.<input type="checkbox"/> Describe key colonial documents as central to the development of government. (Such as: Mayflower Compact, 1st Constitutional Congress, Declaration of Independence, Constitution).

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<p>Strand/Standard: Economics</p> <p>Students will develop a basic understanding of economics in terms of the interplay of resources, goods, services, supply and demand.</p>	<p>Big Ideas</p> <p class="list-item-l1">□ Trade involves exchange of goods and services for currency or through barter</p> <p class="list-item-l1">□ Community members pay taxes to support the functioning of the whole community.</p> <hr/> <p>Key Outcomes</p> <p class="list-item-l1">□ Students will demonstrate a basic understanding of basic economics by identifying and explaining the role of taxes, the development of specialized jobs, and the role of trade.</p> <hr/> <p>Essential Knowledge and Skills</p> <p><i>Students will be able to:</i></p> <p class="list-item-l1">□ Define “goods” and “services” and give examples of each</p> <p class="list-item-l1">□ Define “taxes” and give examples from colonial Massachusetts.</p> <p class="list-item-l1">□ Define “barter” as a form of trade and give examples from daily life.</p> <p class="list-item-l1">□ Explain the difference between trade with currency and trade through barter.</p>
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