

**URBANDALE COMMUNITY SCHOOL DISTRICT
CURRICULUM FRAMEWORK OUTLINE**

SUBJECT: Social Studies
COURSE TITLE: Grade 3 Social Studies
GRADE LEVEL: Grade 3
PREREQUISITES: None

COURSE DESCRIPTION: Urbandale Community School District's third grade social studies program focuses on history, geography, government and technology in the specific areas of pilgrims, world cultures, and Iowa. Also included in this grade level's study of Iowa is its geography, government, history, economics, and its people. Students explore similarities and differences among individuals and groups in cultures studied.

UCSD CONTENT STANDARDS:

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's Grade 3 Social Studies program should be able to...

Content Standard I. Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmarks: Recognize the changing nature of society.
Identify influences on individual and group behavior and group decision-making.
Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.
Evaluate current social issues to determine how the individual formulates opinions and responds to issues.
Evaluate social research and information.

Content Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmarks: Identify factors that create patterns of interdependence in the world economy.
Explain how advancing technologies impact the global economy.

Content Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmarks: Demonstrate the use of geographic tools to locate and analyze information about people, places, and environments.
Justify how geographic and human characteristics create culture and define regions.



Identify how human factors and the distribution of resources affect the development of society and the movement of populations.

Content Standard IV. Investigate historical interactions to determine the development and evolution of societies.

- Benchmarks:
- Recognize historical patterns, periods of time, and the relationships among these elements.
 - Explain how and why people create, maintain, or change systems of power, authority, and governance.
 - Interpret the role of culture and cultural diffusion on the development and maintenance of society.
 - Justify the role of individuals and groups within a society as promoters of change or the status quo.
 - Examine the effects of geographic factors on historical events.
 - Analyze the role of innovation on the development and interaction of societies.

Content Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.

- Benchmarks:
- Interpret the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.
 - Recognize the purpose and function of each of the three branches of government established by the Constitution.
 - Compare the differences among local, state, and national government.
 - Describe the role of the United States in current world affairs.

Content Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

- Benchmarks:
- Apply comprehension strategies while reading content specific informational texts.
 - Write informative texts to examine a topic and convey ideas and information clearly.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR
GRADE 3 SOCIAL STUDIES**

Standard I: Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.

Benchmark: Recognize the changing nature of society.

Indicators: Explain the decisions that pilgrims/pioneers made and how they impacted future generations. (A)
Compare changes in institutions, ideas, values and behavior patterns over time. (A)

Benchmark: Identify influences on individual and group behavior and group decision-making.

Indicators: Describe different points of view in local or state disputes. (I)
Explain options for conflict resolution. (I, D)

Benchmark: Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.

Indicators: Explain group and cultural contributions on human development, identity, and behavior. (D)
Compare the American culture to that of another country including comparisons of language, stories, folktales, music, and artistic creations as an expression of culture. (A)

Benchmark: Evaluate current social issues to determine how the individual formulates opinions and responds to issues.

Indicators: Formulate opinions about current events. (I, D)
Defend opinions using personal beliefs, experiences, and attitudes. (I)

Benchmark: Evaluate social research and information.

Indicators: Formulate opinions on pieces of social research. (I)



Assess sources used for social research to evaluate validity. (I)

Standard II. Analyze relationships between economic systems and their interdependence in the modern world.

Benchmark: Identify factors that create patterns of interdependence in the world economy.

Indicators: Define exports and imports. (I)
Identify state goods and how they are part of the global economy. (D)

Benchmark: Explain how advancing technologies impact the global economy.

Indicators: Explain the design process used by inventors. (I, D, A)
Describe the impact of needs and wants on inventions and technology. (I, D)

Standard III. Analyze the interrelationship of people, places and environments to understand societies.

Benchmark: Demonstrate the use of geographic tools to locate and analyze information about people, places, and environments.

Indicators: Explain the purpose of title, legend, cardinal directions, distance and grids. (I, D, A)
Indicate the specific purpose of political, topographical, and historical maps, and aerial photos. (I)
Recognize major physical and human features on maps and globes. (I)

Benchmark: Justify how geographic and human characteristics create culture and define regions.

Indicators: Identify characteristics of a region, both physical and cultural. (I)
Give examples of how regions change over time and the causes and consequences of these changes. (I)
Analyze the impact of physical environments and social conditions on individuals' daily life. (I)

Benchmark: Identify how human factors and the distribution of resources affect the development of society and the movement of populations.

Indicators: Analyze the reasons for growth and decline of pilgrim and Iowan settlements. (I, D, A)
Examine the causes and effects of human migration in relation to population growth and resources in pilgrim and Iowan settlements. (I, D, A)

Standard IV. Investigate historical interactions to determine the development and



evolution of societies.

Benchmark: Recognize historical patterns, periods of time and the relationships among these elements.

Indicators: Compare and contrast life today to the life of the pilgrims. (I, D, A)
Relate problems, issues, and dilemmas of life in the past to the causes. (I, D)

Benchmark: Explain how and why people create, maintain, or change systems of power, authority, and governance.

Indicators: Describe how local groups and institutions work to meet the individual needs and the common good of all (local government). (I, D)
Describe the consequences of local governmental decisions. (A)

Benchmark: Interpret the role of culture and cultural diffusion on the development and maintenance of society.

Indicators: State ways culture has influenced interactions of various groups. (I, D)
Recognize pilgrim culture's impact on the colonization of the Northeast. (I, D)

Benchmark: Justify the role of individuals and groups within a society as promoters of change or the status quo.

Indicators: Discover the people, events, problems, and ideas that were significant in creating the history of Iowa. (I, D, A)
Evaluate individuals' impact on Iowa history. (I, D, A)

Benchmark: Examine the effects of geographic factors on historical events.

Indicators: Recognize the relationship between landforms and geographic features on the development of communities. (I)
Explain the impact of Iowa seasons, climate, weather, environmental change and crises on economic development. (I, D)
Discuss the impact of major land and water routes of explorers on Iowa settlement. (I, D, A)

Benchmark: Analyze the role of innovation on the development and interaction of societies.

Indicators: Describe the use of technology in the local community. (I, D, A)
Discuss how technology has changed over time and its impact on other societies or groups. (I, D)

Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.



Benchmark: Interpret the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.

Indicators: Define what it means to be a citizen within the state of Iowa. (I, D, A)
Describe examples of civic responsibility and its importance. (I, D)
Show how a person can participate in their government. (I, D)
Identify opportunities for leadership and public service in the state. (I, D, A)
Identify why leadership is necessary in a democracy. (I, D)

Benchmark: Recognize the purpose and function of each of the three branches of government established by the Constitution.

Indicators: Describe the purpose and function of the legislative, judicial, and executive branch at the state level. (I, D, A)

Benchmark: Compare the differences among local, state, and national government.

Indicators: Compare and contrast the three branches of government (legislative, executive, and judicial) on a local, state and national level. (I, D)
Describe the roles of local, state and national leaders. (I, D)
Explain how national, state and local government officials are chosen. (I, D)

Benchmark: Describe the role of the United States in current world affairs.

Indicators: Describe relationships between the United States and other countries. (I, D)

Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.

Benchmark: Apply comprehension strategies while reading content specific informational texts.

Indicators: Employ the full range of comprehension strategies. (D, A)
List questions and answers to determine understanding of text. (D, A)
Determine the main idea of text. (D, A)
Explain how to support the main ideas of text using key details. (D, A)

Benchmark: Write informative texts to examine a topic and convey ideas and information clearly.

Indicators: Identify a topic and group related information together. (D, A)
Develop the topic with facts, definitions, and details. (D, A)
Use linking words and phrases to connect ideas within the writing. (I, D, A)
Compose concluding statements or sections. (I, D, A)

No student enrolled in the Urbandale Community School District shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in the District's programs on the basis of race, color, creed, sex, religion, marital status, ethnic background, national origin, disability, sexual orientation, gender identity, or socio-economic background. The policy of the District shall be to provide educational programs and opportunities for students as needed on the basis of individual interests, values, abilities and potential.

