



3rd Grade Instructional Blueprint Supporting Documents

- **3-5 NCDPI Support Documents**
 - **Scope and Sequence**
- **Examples of Formative Assessment per Standard**

3rd Grade Instructional Blueprint

In third grade, students focus on “*Our Community and State*.” Third graders will learn, through six strands of social studies, the interactions between individuals and groups that develop local and state communities. They will study people and events significant to local regions that represent our communities and our state. Students will compare regions and understand how the location of regions, as well as resources found within those regions, both define local communities and help shape their development and growth. Third graders will also understand the importance of the role that local businesses and entrepreneurs play within the local economy, as well as the roles and responsibilities of local and state government. Finally, students will understand how the interactions between various cultural groups shape local and state communities through aspects such as food, traditions, artistic expression, and more. Students will use their knowledge they gained in kindergarten through second grade as well as building a foundation for fourth grade. In K-2, students are learning about their place within the world and in America. In third grade, the focus is narrowed to what exists around them and how they play a role in their community each and every day.

The intent of this course is that students will complete the third grade understanding that there are many factors that contribute to the development of local communities and regions. *This grade level does not have a specific time period of focus.* Please refer to the [Third Grade Unpacking Document](#) for more support.

Unit Title *There is a flexibility on days as this schedule is 166 days.	Unit One: Geography 33 Days (Calendar Days: 1-33)	Unit Two: Culture 34 Days (Calendar Days: 34-67)	Unit Three: History 36 Days (Calendar Days: 68-103)	Unit Four: Civics and Government 33 Days (Calendar Days: 104-136)	Unit Five: Economics and You 30 Days (Calendar Days: 137-166)
Aligned Social Studies Standards	Inquiry Strand 3.C&G.1.3 3.E.1.2 3.G.1.1 3.G.1.2 3.G.1.3	Inquiry Strand 3.B.1.1 3.B.1.2 3.C&G.1.3 3.G.1.2 3.H.1.1 3.H.1.2 3.H.1.3	Inquiry Strand 3.B.1.1 3.B.1.2 3.C&G.1.1 3.C&G.1.3 3.E.1.2 3.G.1.1 3.G.1.3 3.H.1.1 3.H.1.2 3.H.1.3	Inquiry Strand 3.C&G.1.1 3.C&G.1.2 3.C&G.1.3 3.E.1.1 3.G.1.3 3.H.1.1 3.H.1.2	Inquiry Strand 3.B.1.1 3.C&G.1.1 3.E.1.1 3.E.1.2 3.E.1.3 3.G.1.1 3.G.1.2 3.G.1.3

3-5 Strand Alignment – use the [Social Studies Strand Maps](#) to see full document.

History	Geography	Economics	Civics and Government	Behavioral Science
<p>GRADE 3-5 Concepts</p> <ul style="list-style-type: none"> • People • Historical Event/Event • Role • Perspective • Change • Women • Minority <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • People • Historical Event/Event <p>Understandings</p> <ul style="list-style-type: none"> • Significant people and events shape history and are often memorialized with monuments or other symbols. • Different groups of people, including women, other minorities, and Indigenous populations have played significant roles in shaping North Carolina and American history. <p>Skill Development</p> <ul style="list-style-type: none"> • Both, Grade 4, and Grade 5, expect students to continue to build upon the use of primary and secondary sources to determine perspective. 	<p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Place • Location • Movement • Geography • Region • People <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Movement • Geography • Place • People <p>Understandings</p> <ul style="list-style-type: none"> • Geography and place impact the movement of people within local communities, the state, and our nation. • The movement of people impacts geography within local communities, the state, and our nation. <p>Skill Development</p> <ul style="list-style-type: none"> • Both, Grade 4, and Grade 5, expect students to continue to build upon the use of maps, globes, and digital representations to determine location. 	<p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Entrepreneurship • Resource • Production and Consumption • Good • Supply and Demand • Choice • Spending and Saving <p>Conceptual Threads</p> <ul style="list-style-type: none"> • Supply and Demand • Choice • Spending and Saving • Decision <p>Understandings</p> <ul style="list-style-type: none"> • Availability of resources, production, and supply and demand affect choices people make and impact economic growth and decline. • Production and supply and demand are influenced by the availability of resources. • There are positive and negative outcomes of personal financial decisions. 	<p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Roles • Responsibilities • State Government • Local Government <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Structure • Function • State Government • Local Government <p>Understandings</p> <ul style="list-style-type: none"> • Groups and individuals may influence state and local governments. • Rights and responsibilities of individuals are reflected in the constitution. • The structure, function, roles, and responsibilities of government. 	<p>Grades 3-5 Concepts</p> <ul style="list-style-type: none"> • Social Structure • Identity • Community • Values • Beliefs • Culture • Development • Religion • Belief Systems • Cultural Development <p>Common Conceptual Thread</p> <ul style="list-style-type: none"> • Identity • Values • Beliefs • Development <p>Understandings</p> <ul style="list-style-type: none"> • Identity, values, and beliefs contribute to the cultural development of states, and nations.

The image below is from NCPDI's 3rd Grade Unpacking Document.

Inquiry 3-5	
<p>The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level. Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.</p>	
Category	Indicator
Compelling Questions	I.1.1 Identify content required to provide an answer to compelling questions.
	I.1.2 Construct compelling questions that promote inquiry with peers.
Supporting Questions	I.1.3 Understand how responses to supporting questions provide responses to compelling questions.
	I.1.4 Construct and respond to supporting questions that help answer compelling questions with peers.
Gathering and Evaluating Sources	I.1.5 Understand academic and domain-specific words in sources to create responses to compelling questions.
	I.1.6 Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
Developing Claims and Using Evidence	I.1.7 Construct claims in response to compelling and supporting questions.
	I.1.8 Accurately use information from sources when making claims.
	I.1.9 Make inferences from information in sources.
Communicating Ideas	I.1.10 Construct responses to compelling questions with specific claims and information from teacher-provided sources.
Taking Informed Action	I.1.11 Identify ways to address problems related to the compelling question.

Websites for Social Studies Resources

Below is a list of websites that could be useful to find primary sources, lesson plans, and teacher guides to supplement our class content. **This is not a mandated list.** This list will keep growing to meet the needs of the content. As always, please make sure that content and sources used are grade appropriate and aligned with the [North Carolina Social Studies Standards](#). Links to resources have been placed in suggested content areas, however multiple content areas can use the links.

General - Includes technology platforms that could be useful.	World History	American History	Civics and Economics and Civic Literacy	North Carolina History (with an Onslow County splash)	Sociology and Psychology	Maps and Geography	Economic and Personal Finance
EDSITEment! PBS Learning Go Open NC – a database of lesson plans and resources that can be accessed through NC EDCloud Padlet Flipgrid Peardeck Wakelet National Geographic Graphic Organizers DocsTeach	Ducksters Eyewitness to History Stanford History Education Group NC Council on the Holocaust United States Holocaust Memorial Museum Archeological Institute MrDonn.Org Teaching Archeology	America in Class Founders Online American Battlefield Trust Digital History Making of America Smithsonian National Park Service Teaching American History Gilder Lehrman	Bill of Rights Institute iCivics - Primary Sources Living Room Candidate Online Presidential Libraries Judicial Learning Center National Constitution Center	Almost Everything You Need to Know about NC! NCPedia and the NC Digital Textbook North Carolina Museum North Carolina Historic Sites Onslow County Museum Onslow County Historic Sites NC Kids Page North Carolina History and Archives Education Resources	American Sociological Association Sociology Central Institute of Social Research American Psychological Association	Historic Maps of American History National Geographic North Carolina Maps App State Maps Teaching Resources National Geographic Kids Google Earth Enchanted Learning	Personal Finance Literacy Resources North Carolina Council on Economic Finance

ClassFlow StartSOLE C3 Inquiries History Labs Newsela Edulastic EdPuzzle CommonLit Discovery Education Actively Learn	Carolina Navigators UNC World View	Institute of American History Carolina K-12 Teaching with Primary Sources Spy Museum Library of Congress Jamestown and the American Revolution					
--	---	---	--	--	--	--	--

Scope and Sequence

- [3rd Grade Social Studies Standards](#) for extra support.
- [3rd Grade Unpacking Document](#) for extra support.
- [OCS K-5 Social Studies Resources](#) for extra support.
- [3rd Grade CKLA Priority Standards](#) for extra support. *This document does not align perfectly with the 3rd grade SS curriculum, however, there are opportunities for ELA integration.
- [Onslow County Museum Educators Guide](#) for extra support. *This resource can be used to book in-class presentations or field trips that may support your curriculum.

Unit One Scope and Sequence: GEOGRAPHY (33 Days)			
Priority Objectives	Overview		
<p>Inquiry standards</p> <p>3.C&G1.3- Compare how state, local, and tribal governments help solve problems within communities.</p> <p>3.E.1.2- Explain how natural resources of a region impact the production and consumption of goods in local communities.</p> <p>3.G.1.1- Explain how absolute and relative location of places impacts the development of communities.</p> <p>3.G.1.2- Explain how climate and physical characteristics affect the ways in which people live in a place or region.</p> <p>3.G.1.3- Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.</p>	<p>This unit allows students to build background knowledge on the geography of our region and the state of North Carolina. This knowledge will be spiraled back to in each unit.</p>		
	<p>Enduring Understandings</p> <ul style="list-style-type: none"> • 3.G.1- Understand how geography impacts the development of regions and communities. • North Carolina's three regions have different geographic features. • The location of a community in relation to other communities may impact how that community develops. • Physical environment and climate can determine the way that people meet basic needs like food and shelter. • The geography of a place can impact the movement of goods, people, and ideas. 	<p>Sample Learning Targets</p> <ol style="list-style-type: none"> 1. I can identify the major geographic features of North Carolina using maps and charts. 2. I can give examples of absolute and relative location. 3. I can explain ways climate affects how people live in a place or region. 	<p>Possible Key Terms/Topics</p> <ul style="list-style-type: none"> • Region • Piedmont • Coastal Plain • Mountain Region • Absolute Location • Relative Location • Inlet • Sound • Natural resource • Resources (natural) • Community • Environment

Unit Two Scope and Sequence Culture (34 Days)			
Priority Objectives	Overview		
<p>Inquiry standards</p> <p>3.B.1.1- Explain how values, beliefs, and cultures of various Indigenous, religious, racial, and other groups contribute to the development of local communities and the state.</p> <p>3.B.1.2- Compare values, beliefs, cultural practices, and traditions of various groups living in local and regional communities.</p> <p>3.C&G.1.3- Compare how state, local, and tribal governments help solve problems within communities.</p> <p>3.G.1.2- Explain how climate and physical characteristics affect the ways in which people live in a place or region.</p> <p>3.H.1.1- Explain how the experiences and achievements of women, Indigenous, religious, and racial groups have contributed to the development of the local community.</p> <p>3.H.1.2- Explain the lasting impact historical events have had on local communities.</p> <p>3.H.1.3- Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.</p>	This unit allows students to develop an understanding how various people and historical events have shaped local communities. This unit also allows an introduction to primary and secondary sources.		
	Enduring Understandings	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none"> The achievements of individuals and groups may contribute to the development and growth of communities. Historical events have an impact that can have lasting transformations on a community. Leadership of individuals and groups can have a lasting impact on how a community develops. 	<ol style="list-style-type: none"> I can analyze the impact of achievements of... (various women, Indigenous, religious, and racial groups) I can hypothesize the perspectives of diverse peoples to understand the development of North Carolina's culture. I can compare the similarities and differences between various perspectives. 	<ul style="list-style-type: none"> Native Americans/Indigenous people Settlement Settlers Beliefs Traditions Diversity Food Stories Legends Behaviors Artistic Expression Cultural Exchange Primary Sources Secondary Sources

Unit Three Scope and Sequence: History (36 Days)			
Priority Objectives	Overview		
<p>Inquiry standards</p> <p>3.B.1.1-Explain how values, beliefs, and cultures of various Indigenous, religious, racial, and other groups contribute to the development of local communities and the state.</p> <p>3.B.1.2- Compare values, beliefs, cultural practices, and traditions of various groups living in local and regional communities.</p> <p>3.C&G.1.1-Compare the structure and function of both state and local government.</p> <p>3.C&G.1.3- Compare how state, local, and tribal governments help solve problems within communities.</p> <p>3.E.1.2- Explain how the natural resources of a region impact the production and consumption of goods in local communities.</p> <p>3.G.1.1-Explain how the absolute and relative location of places impacts the development of communities.</p> <p>3.G.1.3- Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.</p> <p>3.H.1.1- Explain how the experiences and achievements of women, Indigenous, religious, and racial groups have contributed to the development of the local community.</p> <p>3.H.1.2- Explain the lasting impact historical events have had on local communities.</p> <p>3.H.1.3- Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.</p>	<p>This unit allows students to build background knowledge how North Carolina developed and how various people and historical events have shaped local communities. This unit also prepares students to analyze primary and secondary sources.</p>		
	Enduring Understandings	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none"> • Historical events have an impact that can have lasting transformations on a community. • Historical events or issues can be understood through information from various sources. • Governments may be structured to address the basic needs of the people. 	<ol style="list-style-type: none"> 1. I can identify key people who were involved in shaping North Carolina into a state. 2. I can explain the similarities and differences between the function of state and local governments in North Carolina. 3. I can interpret the meaning of a primary source using evidence a primary source and a secondary. 	<ul style="list-style-type: none"> • Communities • Regions • Cause and Effect • Turning Points • Narratives • Historical Figures • Factors in community/regional development • Primary Sources • Secondary Sources • Perspectives

Unit Four Scope and Sequence: Civics and Government (33 Days)			
Priority Objectives	Overview		
<p>Inquiry standards</p> <p>3.C&G.1.1- Compare the structure and function of both state and local government.</p> <p>3.C&G.1.2-Classify the roles and responsibilities of leaders in state and local government.</p> <p>3.C&G.1.3- Compare how state, local, and tribal governments help solve problems within communities.</p> <p>3.E.1.1-Explain how entrepreneurship develops local communities.</p> <p>3.G.1.3- Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.</p> <p>3.H.1.1-Explain how the experiences and achievements of women, Indigenous, religious, and racial groups have contributed to the development of the local community.</p> <p>3.H.1.2-Explain the lasting impact historical events have had on local communities.</p>	This unit allows student to understand the roles of citizens, events, and ideas in shaping the local and state government.		
	Enduring Understandings <ul style="list-style-type: none"> The structure of local and state governments may include separation of powers between branches. The role of state and local government leaders may vary based on their responsibilities. Governments may work with people in the community to solve the problems or issues. 	Sample Learning Targets <ol style="list-style-type: none"> I can identify the roles and responsibilities of the branches of government. I can understand the impact of state and federal laws on society and citizens. 	Possible Key Terms/Topics <ul style="list-style-type: none"> North Carolina Constitution Legislative Executive Judicial Checks and balances Veto Governor General assembly City Council County Commissioners Mayor Sheriff Government Cities Counties Services Duties Responsibilities Rights Voting Participation Citizenship

Unit Five Scope and Sequence: Economics and You (30 Days)			
Priority Objectives	Overview		
<p>Inquiry standards</p> <p>3.B.1.1- Explain how the values, beliefs, and cultures of various Indigenous, religious, racial, and other groups contribute to the development of local communities and the state.</p> <p>3.C&G.1.1- Compare the structure and function of both state and local government.</p> <p>3.E.1.1- Explain how entrepreneurship develops local communities.</p> <p>3.E.1.2- Explain how the natural resources of a region impact the production and consumption of goods in local communities.</p> <p>3.E.1.3- Summarize the role supply and demand plays in local economies.</p> <p>3.G.1.1- Explain how the absolute and relative location of places impacts the developments of communities.</p> <p>3.G.1.2- Explain how climate and physical characteristics affect the ways in which people live in a place or region.</p> <p>3.G.1.3- Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.</p>	This unit allows students to understand how economic decisions and resources affect the local economy.		
	Enduring Understandings	Sample Learning Targets	Possible Key Terms/Topics
	<ul style="list-style-type: none"> • Entrepreneurs can be essential to the economic development of a local community. • Access to resources often encourages economic growth in regions. • The supply of a good directly influences consumer demand. 	<ol style="list-style-type: none"> 1. I can describe how entrepreneurs have impacted the local economy in communities in North Carolina. 2. I can provide examples of how natural resources of a region impact the production of goods. 3. I can provide examples of supply and demand. 	<ul style="list-style-type: none"> • Supply • Demand • Market Economy • Resources • Jobs • Industry • Entrepreneurs • Price • Goods • Services

Examples of Formative Assessment per Standard

(Source: <https://www.dpi.nc.gov/social-studies-3rd-grade-unpacking-document-fall-2021-implementation/open>)

Standard 3.B.1- Understand how values and beliefs of individuals and groups influence communities.	
3.B.1.1 Explain how the values, beliefs, and cultures of various Indigenous, religious, racial, and other groups contribute to the development of local communities and the state.	3.B.1.2 Compare values, beliefs, cultural practices, and traditions of various groups living in local and regional communities.
<p>The teacher shares examples of festivals, local events, and places in the community. Students identify the values and beliefs of cultures within the community that contribute to the festivals, events, and places. Students explain how these events contribute to the local community.</p> <p>The teacher provides students with information on the values and beliefs of cultural groups that contributed to their local community. Students then create a poster in which they highlight the cultural groups and give specific examples of their impact on the local community.</p>	<p>Students read an informational text about the cultural traditions in North Carolina. Students use a Venn Diagram to compare the two traditions.</p> <p>Students create a Venn Diagram to compare the visual arts created by two different groups in their community. After completing the Venn Diagram, students write a short paragraph about the similarities and differences between the groups.</p>

Standard 3.C&G.1 Understand the structure and function of state and local government.		
3.C&G.1.1 Compare the structure and function of both state and local government.	3.C&G.1.2 Classify the roles and responsibilities of leaders in state and local government.	3.C&G.1.3 Compare how state, local, and tribal governments help solve problems within communities.
Students work in a group to create a script for a 3–5-minute TV show that teaches children about the structure of government and compares the roles of different state and local government entities. Students perform their brief TV show skit.	Given a list of statements describing different leadership positions, students classify each item on the list by placing them in one of the following categories: 1) Role of a State Government Official, 2) Role of a Local Government Official, 3) A	Students complete a “Quick Write” activity detailing a comparison of the processes a state government uses to solve problems in comparison to what local governments are allowed to do to solve problems.

The teacher shows students a video on how state and local government is structured. Students create a Venn Diagram that compares the structures of local and state government.	<p>State Level Responsibility, 4) A Local Level Responsibility.</p> <p>After learning about the executive, judicial, and legislative branches, students classify the roles of state and local government leaders into one of those branches on a chart.</p>	Students are given a scenario in which the same problem was solved on a reservation and in another local community. Students explain the similarities and differences between the problem-solving approaches.
--	---	---

Standard 3. E.1 Understand how economic decisions and resources affect the local economy.		
3.E.1.1 Explain how entrepreneurship develops local communities.	3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities.	3.E.1.3 Summarize the role supply and demand plays in local economies.
<p>The teacher invites a local entrepreneur to speak to students. Afterward, students create a presentation explaining how that entrepreneur's business affects the local economy.</p> <p>Students create a cause-and-effect flow chart tracing the impact a specific entrepreneur had on the local community, including tracing the creation of jobs, providing a service, and other economic impacts.</p>	<p>Students choose a natural resource local to North Carolina. The students create a visual for a billboard advertising the benefits of the resource and how it positively impacts the production of goods and/or type of service in different communities.</p> <p>Students explain how the natural geology of the Seagrove, North Carolina, area impacts both what the community produces and what the consumers buy.</p>	<p>Students read an article about the supply and demand of a good or service in a community. Students then write a 3-5 sentence summary about the role supply and demand plays in the local economy, using evidence from the text. The teacher finds or creates several short hypothetical supply-and-demand scenarios to present to students on a worksheet or on the board.</p> <p>Students read and summarize the role supply and demand plays in each scenario with one of the following descriptions: 1) Surplus, 2) Stockpile, 3) Increase in prices, 4) Decrease in prices, 5) Shortage of jobs, or 6) Increase in jobs.</p>

Standard 3.G.1 Understand how geography impacts the development of regions and communities.

3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities.

Students study maps of an urban location over time. Students note ways in which the development of the area impacted the development of its surrounding communities. Students write a 3-5 sentence explanation of how the development of one community may be impacted by the development of other communities.

After learning about cities in the different areas of North Carolina (e.g., Charlotte, Raleigh, Asheville, Greensboro, Wilmington, etc.), students write a paragraph to explain how the relative locations of these places influences how they developed into the large urban areas.

3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region.

Students write a sales pitch explaining why the climate and physical environment of a specific geographic location is the ideal place to live. The students' sales pitches must include how the environment and climate impact the way of life in the location they chose.

After reading articles about three specific geographical regions, students write three paragraphs explaining the impact of the climate and physical environment of each region on the lifestyles of the people who live there.

3.G.1.3 Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.

After learning about the settlement of a local community, students create a multimedia presentation that explains why people chose to settle in the community and how the geography of this area may have impacted the choice to settle there.

Students choose a location that has seasonal tourism. Students study the geography of this location and write an explanation of how the physical geography impacts the movement of people, goods, and/or ideas seasonally.

Standard 3.H.1 Understand how various people and historical events have shaped local communities.

3.H.1.1 Explain how the experiences and achievements of women, Indigenous, religious, and racial groups have contributed to the development of the local community.

3.H.1.2 Explain the lasting impact historical events have had on local communities.

3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

Students write short descriptions for famous wax museum figures explaining their contributions to their local community. Students then act out short presentations or monologues.

Students create a children's picture book explaining the contributions of a local figure or group to the local community.

After studying important local figures, students create a cause-and-effect timeline demonstrating how the people studied contributed to the local community.

After studying important historical events, students create a timeline with blurbs about how these events impacted their local community and region.

Students study a local historical event and create a storyboard that explains how the event impacted their local community/region at the time and how it still impacts the community today.

Students are assigned a historical symbol or event. Students then find information on their assignment using at least one primary source and at least one secondary source. Students create a chart showing two different interpretations of how people feel about the symbol or event they were assigned.

The teacher gives students a few examples of local historical markers. Students research the historical marker and create a Venn Diagram that compares two perspectives of how people might feel about the historical marker.