

Reyes Irizarry, Regional Superintendent

Charles A. Amundsen, Regional Deputy Superintendent



New York City Department of Education

REGION 4 LEARNING SUPPORT CENTER
28-11 Queens Plaza North 5th Floor
Long Island City, NY 11101



SOCIAL STUDIES
REGION 4
Standards
Content Understandings
Recommended Calendar



John-Paul Bianchi

Regional Instructional Specialist (RIS)
Social Studies
718-391-8307

JBianch@nycboe.net



GRADE 3

REGION 4 LEARNING SUPPORT CENTER

Reyes Irizarry, Regional Superintendent

Charles A. Amundsen, Regional Deputy Superintendent

28-11 Queens Plaza North – 5th floor, Long Island City, NY 11101

JOHN-PAUL BIANCHI
Regional Instructional Specialist
Social Studies

NEW YORK STATE SOCIAL STUDIES ELEMENTARY STANDARDS

Standards, Key Ideas and Student Performance Indicators

STANDARD I: History of the United States and New York

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

Key Idea:

The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Student Performance Indicators:

- know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it
- understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents
- explain those values, practices, and traditions that unite all Americans.

Key Idea:

Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Student Performance Indicators:

- gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
- recognize how traditions and practices were passed from one generation to the next
- distinguish between near and distant past and interpret simple timelines.

Key Idea:

Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Student Performance Indicators:

- gather and organize information about the important accomplishments of individuals and groups, including Native American Indians, living in their neighborhoods and communities
- classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious
- identify individuals who have helped to strengthen democracy in the United States and throughout the world.

Key Idea:

The skills of historical analysis include the ability to: explain the significance of historical evidence; weigh the importance, reliability, and validity of evidence; understand the concept of multiple causation; understand the importance of changing and competing interpretations of different historical developments.

Student Performance Indicators:

- consider different interpretations of key events and/or issues in history and understand the differences in these accounts
- explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and State
- view historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

STANDARD 2 – WORLD HISTORY

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the world history and examine the broad sweep of history from a variety of perspectives.

Key idea:

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Students Performance Indicators:

- Read historical narratives, myths, legends, biographies, and autobiographies to learn about how historical figures lives, their motivations, hopes, fears, strengths, and weaknesses
- Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop
- Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions

Key idea:

2. Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

Students Performance Indicators:

- Distinguish between past, present, and future time periods
- Develop timelines that display important events and eras from world history
- Measure and understand the meaning of calendar time in terms of years, decades, centuries, and millennia, using BC and AD as reference points
- Compare important events and accomplishments from different time periods in world history

Key idea:

3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Students Performance Indicators:

- Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities
- Gather and present information about important developments from world history
- Understand how the terms social, political, economic, and cultural can be used to describe human activities or practices

Key idea:

4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Students Performance Indicators:

- Consider different interpretations of key events and developments in world history and understand the differences in these accounts
- Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world
- View historic events through the eyes of those who were there, as shown in their art, writings, music, and artifacts

STANDARD 3 – GEOGRAPHY

Student will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live-local, national, and global-including the distribution of people, places, and environments over the Earth’s surface.

Key idea:

1. Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. (Adapted from *The National Geography Standards, 1994: Geography for Life*)

Students Performance Indicators:

- Study about how people live, work, and utilize natural resources
- Draw maps and diagrams that serve as representations places, physical features, and objects
- Locate places within the local community, state and nation; locate the Earth’s continents in relation to each other and to principal parallels and meridians (Adapted from National geography Standards, 1994)
- Identify and compare the physical, human and cultural characteristics of different regions and people (Adapted from *National Geography Standards, 1994*)
- Investigate how people depend on and modify the physical environment

Key idea:

2. Geography requires the development and application of the skills of asking and answering geography questions; analyzing theories of geography; and acquiring, organizing geographic information. (Adapted from: *The National Geography Standards, 1994: Geography for Life*)

Students Performance Indicators:

- Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and place (Adapted from *National Geography Standards, 1994*)
- Gather and organize geographic information from a variety of sources and display in a number of ways
- Analyze geographic information by making relationships, interpreting trends and relationships, and analyzing geographic data (Adapted from *National Geography Standards, 1994*)

STANDARD 4 – ECONOMICS

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the U.S. and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Key idea:

1. The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

Students Performance Indicators:

- Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources
- Explain how people’s wants exceed there limited resources and that this condition defines scarcity
- Know what scarcity requires individuals to make choices and that these choices involve costs
- Study about how the availability and distribution of resources is important to a nation’s economic growth
- Understand how societies organize their economies to answer three fundamental economic questions: What goods and services shall be produced and in what quantities?
How shall goods and services be produced?
- Investigate how production, distribution, exchange, and consumption of goods and services are economic decisions with which all societies and nations must deal

Key idea:

2. Economics requires the development and application of the skills needed to make informed and well-reasoned economic decisions in daily and national life.

Students Performance Indicators:

- Locate economic information, using card catalogues, computer databases, indices, and library guides
- Collect economic information from textbooks, standard references, newspapers, periodicals, and other primary and secondary sources
- Make hypotheses about economic issues and problems, testing, refining, and eliminating hypotheses and developing new ones when necessary
- Present economic information by developing charts tables diagrams, and simple graphs

STANDARD 5-CIVICS, CITIZENSHIP, AND GOVERNMENT

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the government system of the U.S. and other nations; the basic Civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

Key idea:

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law. (Adapted from the *National Standards for Civics and Government*, 1994)

Students Performance Indicators:

- Know the meaning of key terms and concepts related to government, including democracy, power, citizenship, nation-state, and justice
- Explain the probable consequences of the absence of government and rules
- Describe the basic purposes of government and the importance of civic life
- Understand that social and political systems are based upon people’s beliefs
- Discuss how and why the world is divided into nations and what kinds of governments other nations have

Key idea:

2. the state and federal governments established by the Constitutions of the United states and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government. (Adapted from The National Standards for civics and government, 1994)

Students Performance Indicators:

- Explain how the Constitutions of New York State and the United States and the Bill of rights are the basis for democratic values in the United States
- Understand the basic civil values that are the foundation of American constitutional democracy
- Know what the United States constitution is and why it is important. (Adapted from the National Standards from civics and government, 1994)
- Understand that the United States constitution and the constitution of the State of New York are written plans for organizing the functions of government
- Understand the structure of New York State and local governments, including executive, legislative and judicial branches
- Identify their legislative and executive representatives at the local, state, and national governments. (Adapted from the National Standards for Civics and Government, 1994)

Key idea:

3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen’s rights and responsibilities.

Students Performance Indicators:

- Understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation
- Examine what it means to be a good citizen in the classroom, school, home, and community
- Identify and describe the rules and responsibilities students have at home, in the classroom, and at school
- Examine the basic principles of the Declaration of Independence and the Constitutions of the United States and New York State
- Understand that effective, informed citizenship is a duty of each citizen, demonstrated by jury service, voting, and community service
- Identify basic rights that students have and those that they will acquire as they age

Key idea:

4. The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence formulate rational conclusions, and develop and refine participatory skills.

Students Performance Indicators:

- Show a willingness to consider other points of view before drawing conclusions or making judgments
- Participate in activities that focus on a classroom, school, or community issued or problem
- Suggest alternative solutions or courses of action to hypothetical or historic problems
- Evaluate the consequences for each alternative solution course of action
- Prioritize the solutions based on established criteria
- Propose an action plan to address the issue of how to solve the problem

CONTENT UNDERSTANDINGS

GRADE 3

Grade 3: Communities Around the World – Learning About People and Places

In the grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world’s peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

Cultures and civilizations

C 1. What is a culture?

C 2. What is a civilization?

C 3. How and why do cultures change?

C 4. Where do people settle and live? Why?

C 5. People in world communities exchange elements of their cultures.

C 6. People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.

C 7. Peoples in world communities celebrate their accomplishments, achievements, and contributions.

C 8. Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Communities around the world

C 9. People of similar and different cultural groups often live together in world communities.

C 10. World communities have social, political, economic, and cultural similarities and differences.

C 11. World communities change over time.

C 12. Important events and eras of the near and distant past can be displayed on timelines.

C 13. Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC and AD as reference points.

C 14. All people in world communities need to learn and they learn in different ways.

C 15. Families in world communities differ from place to place.

C 16. Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.

C 17. Different events, people, problems, and ideas make up world communities.

C 18. People in world communities may have different interpretations and perspectives about important issues and historic events.

The location of world communities

G1. World communities can be located on maps and globes (latitude and longitude).

G2. Direction, location, distance and scale can describe the spatial relationships of world communities.

G3. Regions represent areas of Earth’s surface with unifying geographic characteristics.

G4. World communities can be located in relation to each other and to principal parallels and meridians.

CONTENT UNDERSTANDINGS GRADE 3 Page 2

G5. Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities

G6. Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.

Physical, human, and cultural characteristics of world communities

G7. The causes and effects of human migration vary in different world regions.

G8. The physical, human, and cultural characteristics of different region and people throughout the world are different.

G9. Interactions between economic activities and geographic factors differ in world communities.

G10. The factors that influence human settlements differ in world communities.

People depending on and modifying their physical environments

G11. People living in world communities depend on and modify their physical environments in different ways.

G12. Lifestyles in world communities are influenced by environmental and geographic factors.

G13. The development of world communities is influenced by environmental and geographic factors.

Challenge of meeting needs and wants in world communities

E1. Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities?

How shall goods and services be produced? For whom shall goods and services be produced?

E2. Human needs and wants differ from place to place.

E3. People in world communities make choices due to unlimited needs and wants and limited resources.

E4. People in world communities must depend on others to meet their needs and wants.

E5. Production, distribution, exchange and consumption of goods and services are economic decisions all societies must make.

E6. People in world communities use human, capital, and natural resources.

E7. People in world communities locate, develop, and make use of natural resources.

E8. Resources are important to economic growth in world communities.

Economic decision making in world communities

E9. Production, distribution, exchange and consumption of goods and services are economic decisions all world communities.

E10. Economic decisions in world communities are influenced by many factors.

Symbols of citizenship in world communities

Go 1. People in world communities celebrate various holidays and festivals.

Go 2. People in world communities use monuments and memorials to represent symbols of their nations.

Making and changing rules and laws.

Go 3. People in world communities form governments to develop rules and laws to govern community members.

Go.4 People in world communities may have conflicts over rules, right and responsibilities.

Go 5. The processes of selecting leaders, solving problem, and making decisions differ in world communities.

Governments around the world

Go 6. Governments in world communities organize to provide functions people cannot provide as individuals.

Go 7. Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.

Go 8. Governments in world communities develop rules and laws.

Go 9. Governments in world communities plan, organize, and make decisions.

REGION 4 RECOMMENDED SOCIAL STUDIES CALENDAR
GRADE 3

REYES IRIZARRY
REGIONAL SUPERINTENDENT

CHARLES AMUNDSEN
DEPUTY SUPERINTENDENT

JOHN-PAUL BIANCHI
REGIONAL INSTRUCTIONAL SPECIALIST

"MAKING HISTORY EVERYDAY"

SEPTEMBER

What is a map? G1
Students make maps of familiar environments G1
What is the difference between a map and a globe? G1
What are cardinal and intermediate directions? G2
What are map symbols and how are they used? G2
What are oceans and continents? G2
Students develop their own symbols for items in a familiar location (i.e. the classroom, their home) G2
What are hemispheres? G5
What information can be found on a political map of the United States? G5
How do we use a political map to locate communities around the world? G5
How are waterways shown on a map? G6
How are land features shown on a map? G6
(

HOLIDAYS: Labor Day

OCTOBER

How are landforms defined and shown on a map? G1
(i.e. continent, peninsula, island, isthmus, etc.)

How do you read a physical map? G1

Similarities and differences of physical and political maps. G1

What are special purpose maps? G4

Reading special purpose maps. G3
(i.e. Climate, population, product, etc.)

Culminating activity
Teams of students are to create their own maps using the terms and definitions from the geography learnings. Save these maps for future use.

HOLIDAYS: Columbus Day, Halloween

NOVEMBER
SAN JUAN, PUERTO RICO

Locate Puerto Rico on a map and draw its physical features G1

Discuss life of the Tainos before the Spanish settlements. C1,8

Compare features of San Juan with the students’ communities G11

How do recreational activities reflect the way of life in Puerto Rico? C5

How and why have Puerto Rican farmers changed the way they meet their needs. E3

HOLIDAYS: Election, Veterans and Thanksgiving Days

REGION 4 RECOMMENDED SOCIAL STUDIES CALENDAR
GRADE 3

REYES IRIZARRY
REGIONAL SUPERINTENDENT

CHARLES AMUNDSEN
DEPUTY SUPERINTENDENT

JOHN-PAUL BIANCHI
REGIONAL INSTRUCTIONAL SPECIALIST

DECEMBER

What are some of the jobs people in San Juan do to earn a living? E4

Discuss the Taino, Spanish and African influences of the cultural life of San Juan. C5

Culminating activity
Students, in groups, are to draw or cut out pictures, write stories or poems or make items representative of Puerto Rican people, environment, occupations, natural resources and culture. These projects should be displayed in the school or classroom.

GUANGZHOU, CHINA

How do environmental and geographic features influence the lives of people in Guangzhou? G12

How do Chinese children learn to write? C14

HOLIDAYS: Christmas, Chanukah, Kwanzaa

JANUARY

How does trade help Guangzhou to feed her people and develop more jobs? E1

What are some of the interesting places to visit in Guangzhou? C9

How did the rules of Confucius help the Chinese people live together in peace and harmony? C8

How do children in New York and Guangzhou learn some of the values of their cultures? C 16

Culminating activity:
Students are to complete a similar project to that done for San Juan. Then they are to compare the two cultures showing how they are alike and different.

HOLIDAYS: New Year’s Day, Kwanzaa, Three Kings and Martin Luther King Jr. day

“MAKING HISTORY EVERYDAY”
FEBRUARY
LAGOS, NIGERIA

Who are the members of a Yoruba family and how do they relate to one another? C15

How do members of the Yoruba family help each other to get the things the family needs? C10

How do Nigerians meet their needs and wants in the marketplace? E5

How do Yoruba folktales teach children values? C14

How is the city of Lagos different from the nearby rural community? C4

HOLIDAYS: Valentine’s Day, Lincoln’s and Washington’s Birthday (President’s Day) Ramadan

REGION 4 RECOMMENDED SOCIAL STUDIES CALENDAR
GRADE 3

REYES IRIZARRY
REGIONAL SUPERINTENDENT

CHARLES AMUNDSEN
DEPUTY SUPERINTENDENT

JOHN-PAUL BIANCHI
REGIONAL INSTRUCTIONAL SPECIALIST

MARCH

How do the Nigerians celebrate a child’s birth? C7

How does the city of Lagos bring together people of different cultures? C16

How has change caused conflicts in the lives of many Yoruba in Lagos? C11

Culminating activity

Students are to select another African nation and compare one aspect of that nation to the learnings about Nigeria.

JERUSALEM, ISRAEL

Locate Jerusalem on a map. G1

What is the same and different about the way children live in Jerusalem as compared to New York? G7

HOLIDAYS: St. Patrick’s Day

APRIL

Why are certain places in Jerusalem important to Moslems, Jews and Christians? G 10

How do people in Jerusalem get their water? E6

How do people earn a living in Jerusalem?E3

What cultural values are promoted in the story of Solomon and Sheba? C8

How are arts crafts and games children learn in Jerusalem different from and similar to those that New York Children play? C5

Culminating activity:

Discuss with the students the causes of conflict in Israel.

Students are to apply their learnings and develop and defend one way people in Israel can live together peacefully.

HOLIDAYS: Easter, Passover, Arbor Day

MAY
EUROPEAN COMMUNITY

IRISH HERITAGE

How do we find places on a map?G1

Where is Ireland? G1

How does a story teach us a lesson?C6

What kind of money do the Irish use? E 9

How is my life in the United States the same or different as the life of a child in Ireland? G 12

Culminating Activity

Both Puerto Rico and Ireland are islands. Have students compare the similarities and differences in these two cultures and conjectures as to causes of the differences

The Irish Lessons are only a suggestion. These lessons are available through Mr Bianchi at the Regional Office. Schools may choose any European community they feel would be more appropriate for their school population. However, only one European community should be chosen so that teachers can work collaboratively in developing lessons. The Third Grade Communities Around the World Guide provides an outline of how strategies may be developed. In addition, teachers may use the strategies in the Third Grade Guide (Pp. 241-303) if no individual community is selected.

HOLIDAYS: Mother's Day Memorial Day

REGION 4 RECOMMENDED SOCIAL STUDIES CALENDAR
GRADE 3

MR. REYES IRIZARRY
REGIONAL SUPERINTENDENT

CHARLES AMUNDSEN
DEPUTY SUPERINTENDENT

JOHN-PAUL BIANCHI
REGIONAL INSTRUCTIONAL

JUNE COMPARING COMMUNITIES	NOTES
<p>Using the maps made earlier in the year and the studies of society and culture, students are to develop an imaginary society.</p> <p>* The following factors should be taken into consideration:</p> <ul style="list-style-type: none">• Culture• The location of the community<ul style="list-style-type: none">• Physical, human, and cultural characteristics• People depending on and modifying their physical environments• Challenge of meeting needs and wants• Symbols of citizenship• Government <p>Presentations and displays should be made of the end product</p> <p>HOLIDAYS: Father's Day, Flag Day, and Fourth of July.</p>	<p>The following resources will provide you with the lessons needed for this curriculum</p> <ul style="list-style-type: none">• <u>Communities Around the World</u> This is joint New York State and City publication. It provides all the lessons and activities need to study the communities listed in this calendar. It is available from the Publication Sales Desk at the State Department of Education (518) 474-3806• Irish Heritage Lessons These are teacher developed lessons. You may use them or develop your own for the European Community. They are available through the regional office. <p>If you have questions or concerns please call Mr. Bianchi at the Regional Office 718 391-8307</p>