

Grade 3

Adopted 2021

Civics

1. Analyze civic virtue by: C.1

- a. explaining how democracy relies on engagement including voting and volunteering in civic organizations. C.1.A
 - b. interacting with local civic and/or community leaders. C.1.B
 - c. explaining how groups of people make rules to create responsibilities and protect freedoms. C.1.C
 - d. identifying how having multiple perspectives both benefits and challenges people living in a democratic society. C.1.D
 - e. examining the principles expressed in the Declaration of Independence and U.S. Constitution. C.1.E
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2. Analyze the local, state, and national levels of government by: C.2

- a. defining the legislative, executive, and judicial branches of government. C.2.A
 - b. comparing the responsibilities of local, state, and national government. C.2.B
 - c. identifying the leaders of local, state, and national government in various branches of government. C.2.C
 - d. determining the importance of communication through various means with elected officials. C.2.D
 - e. determining the importance of voting in democratic government. C.2.E
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3. Address local community issues by: C.3

- a. explaining the importance of civic participation in their community. C.3.A
 - b. examining a current issue on the local, state, and national level and its impact on their community. C.3.B
 - c. analyzing ways of influencing local, state, and/or national governments to address a current issue. C.3.C
 - d. identifying individuals and groups who share a common concern for addressing a current issue on the state, local, and/or national level. C.3.D
 - e. developing a plan for effectively organizing and communicating a plan for addressing a current issue. C.3.E
 - f. implementing an informed civic action plan on a current issue. C.3.F
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Economics and Geography

- 1. Explain the locations of goods and services in the state of Maryland by:** **E.1**
 - a. identifying goods and services bought and sold in Maryland. **E.1.A**
 - b. identifying ways that people use the physical environment for buying and selling goods and services. **E.1.B**
 - c. locating key economic centers in Maryland including agriculture, service and manufacturing industries (tourism, seafood, poultry, mining, commercial) using maps. **E.1.C**
 - d. identifying examples of entrepreneurship in the local and state economy and how location, history and culture influence those businesses. **E.1.D**
 - e. identifying the risk and rewards of entrepreneurship. **E.1.E**
 - f. evaluating local and state laws that impact business owners in Maryland. **E.1.F**

- 2. Analyze how economic development in Maryland impacts people by:** **E.2**
 - a. explaining how jobs and careers are influenced by key economic centers. **E.2.A**
 - b. analyzing government services that are impacted by economic development. **E.2.B**
 - c. analyzing economic and population data to determine how economic development impacts where people live, work, and play. **E.2.C**

- 3. Analyze the impact of economic development on the natural environment by:** **E.3**
 - a. describing the relationships between human settlement and physical geography, and economic centers. **E.3.A**
 - b. explaining how transportation is influenced by industry, agriculture, and geographic features. **E.3.B**
 - c. explaining how humans have modified their environment in the development of economic centers. **E.3.C**
 - d. comparing perspectives of various communities toward the natural environment. **E.3.D**
 - e. drawing inferences about the positive and negative impacts of human-caused change to the physical environment. **E.3.E**

History

- 1. Analyze early regional cultural groups by:** **H.1**
 - a. comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment. **H.1.A**
 - b. developing timelines showing settlement of various cultural groups in Maryland. **H.1.B**
 - c. evaluating why and how people and institutions supported and restricted freedom by making rules in order to promote freedom, equality, and equity for some, but not all. **H.1.C**
 - d. contrasting the lives of early European explorers, colonists, indentured servants, and enslaved Africans. **H.1.D**

2. Analyze influences of early cultural groups by: H.2

- a. analyzing photographs, images, and text from the past to learn about key historical figures. H.2.A
- b. interpreting evidence of the past to make claims about how individuals and groups shaped their region. H.2.B
- c. comparing maps of settlement patterns from the past and today. H.2.C
- d. developing and implementing informed action plans for communicating and expressing claims about the region's historical influences. H.2.D