

Grade 3

In “Communities around the World” students learn about communities around the globe. Students bring with them knowledge about their community. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems.

Teachers must select at least three communities that may reflect the diversity of their local community for extensive study. These communities represent different regions of the world, types of communities (urban, suburban, and rural), and governmental structures. The key ideas, conceptual understandings, and content specifications guide the study of communities while exploring the major themes of social studies

Geography, Humans, and the Environment

- 3.1 Geographic regions have unifying characteristics and can be studied using a variety of tools.
 - 3.1a Earth is comprised of water and large land masses that can be divided into distinct region
 - 3.1b Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.
- 3.2 The location of world communities can be described using geographic tools and vocabulary.
 - 3.2a World communities can be located on globes and maps.
 - 3.2b World communities can be located in relation to each other and to principal parallels and meridians.
- 3.3 Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.
 - 3.3a Geographic factors influence where people settle and their lifestyle. Some factors are more suitable for settlement while others act as a deterrent.
 - 3.3b People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.

Development, Movement, and Interaction of Cultures

- 3.4 Communities share cultural similarities and differences across the world.
 - 3.4a The structure and activities of families and schools share similarities and differences across world communities.
 - 3.4b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.
 - 3.4c Members of communities meet their basic needs and express their culture in a variety of ways.
 - **CI 3.4 A parish serves the needs of the members of the parish. The members express their culture in a variety of ways**
- 3.5 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.
 - 3.5a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods.

Civic Ideals and Practices

- 3.6 Governments in communities and countries around the world have the authority to make and the power to enforce laws. The role of the citizen within these communities or countries varies across different types of governments.
 - 3.6a The United States government is based on democratic principles. The fundamental principles of other governments may be similar to or different from those of the United States government.
 - 3.6b The process of selecting leaders, solving problems, and making decisions differs across governments in nations and communities around the world.
 - 3.6c Different governments have different ways of maintaining order and keeping people safe. This includes making rules and laws and enforcing these rules and laws.
 - 3.6d The definition of citizenship and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries than in others.
- 3.7 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.
 - 3.7a Across global communities, governments and citizens alike have a responsibility to protect human rights and to treat others fairly.
 - 3.7b Across time and place, communities and cultures have struggled with prejudice and discrimination as barriers to justice and equality for all people.
 - 3.7c When faced with prejudice and discrimination, people can take steps to support social action and change.

Time, Continuity, and Change

- 3.8 Each community or culture has a unique history, including heroic figures, traditions, and holidays.
 - 3.8a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.
- 3.8b Arts, music, dance, and literature develop through a community's history.

Creation, Expansion, and Interaction of Economic Systems

- 3.9 Communities meet their needs and wants in a variety of ways, forming the basis for their economy.
 - 3.9a World communities use human and natural resources in different ways.
 - 3.9b People in communities have various ways of earning a living.
- 3.10 Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?
 - 3.10a Communities around the world produce goods and provide services.
 - 3.10b World communities have needs, wants and limited resources. To meet their needs and wants communities trade with others. Technological developments in transportation and communication have influenced trade.