

# 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

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- 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

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- 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

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**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