Maryland Social Studies

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

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

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

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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