



## NORTH CAROLINA EXTENDED CONTENT STANDARDS FOR GRADE 3

The Extended Content Standards in the third-grade course, *Our Community and State*, support the building of the foundation of social studies skills, concepts, and processes that progress vertically K-12 and prepare students to be career and civic ready. Despite there being a different overall focus for each subsequent course, students will explore the content through the following lenses: inquiry, behavioral sciences; civics and government; economics; geography; and history. As students develop cognitively, these lenses become more focused based on the grade-level content and disciplinary thinking skills.

In third grade, students will focus on “*Our Community and State*.” Third graders will learn, through the six strands of social studies, the interactions between individuals and groups that develop local and state communities. They will study people and events significant to local regions that represent our communities and our state. Students will compare regions and understand how the location of regions, as well as resources found within those regions, both define local communities and help shape their development and growth. Third graders will also understand the importance of the role those local businesses and entrepreneurs play within the local economy, as well as the roles and responsibilities of local and state government. Finally, students will understand how the interactions between various cultural groups shape local and state communities through aspects such as food, traditions, artistic expression, and more.

In K-2, students are learning about their place within the world and in America. In third grade, the focus is narrowed to what exists around them and how they play a role in their community each and every day. The intent of this course is that students will complete the third grade understanding that there are many factors that contribute to the development of local communities and regions.

**These Extended Content Standards are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The extended content standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum for the third-grade course, *Our Community and State*. The extended content standards of this course are conceptual in nature and have been organized around five disciplinary strands and a skill strand designed to promote inquiry. Every student following the North Carolina Extended Content Standards for Social Studies will engage in rigorous academic courses inclusive of multiple ideas, viewpoints, and perspectives that prepare them with the knowledge, understanding, and skills needed to productively live and engage in a multicultural and globally competitive society.**

Note: The Inquiry Strand is a content-neutral strand that focuses on the skills necessary for students to improve their critical thinking. The Inquiry Strand comes first in the standards document because the skills outlined can and should be applied within all content in the course. The content strands are arranged alphabetically, and each represents a different social studies lens through which students should access the content.

**Inquiry 3-5**

The Inquiry Indicators are meant to be used in concert with the content standards in any strand for each grade in the 3-5 grade band. Teachers should be encouraged to use these indicators in every grade level.

Because there is no set number of indicators that should be used in any grade level, the intent is that by the end of grade 5 students will have been exposed to the skills essential to developing critical thinking in social studies. For this to occur, students must be exposed to inquiry indicators in each grade.

Category	Indicator
<b>Compelling Questions</b>	<b>I.1.1</b> Identify content required to provide an answer to compelling questions. <b>I.1.2</b> Construct compelling questions that promote inquiry with peers.
<b>Supporting Questions</b>	<b>I.1.3</b> Understand how responses to supporting questions provide responses to compelling questions. <b>I.1.4</b> Construct and respond to supporting questions that help answer compelling questions with peers.
<b>Gathering and Evaluating Sources</b>	<b>I.1.5</b> Understand academic and domain-specific words in sources to create responses to compelling questions. <b>I.1.6</b> Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
<b>Developing Claims and Using Evidence</b>	<b>I.1.7</b> Construct claims in response to compelling and supporting questions. <b>I.1.8</b> Accurately use information from sources when making claims. <b>I.1.9</b> Make inferences from information in sources.
<b>Communicating Ideas</b>	<b>I.1.10</b> Construct responses to compelling questions with specific claims and information from teacher-provided sources.
<b>Taking Informed Action</b>	<b>I.1.11</b> Identify ways to address problems related to the compelling question.

Behavioral Sciences	
Standard	Extended Content Standards
<p><b>3.B.1</b> Understand how values and beliefs of individuals and groups influence communities.</p>	<p><b>ECS.3.B.1.1</b> Identify the values, beliefs, and cultures of various indigenous, religious, racial, and other groups in local communities and the state.</p>
	<p><b>ECS.3.B.1.2</b> Compare values, beliefs, cultural practices, and traditions of various groups living in local and regional communities.</p>

Civics and Government	
Standard	Extended Content Standards
<b>3.C&amp;G.1</b> Understand the structure and function of state and local government.	<b>ECS.3.C&amp;G.1.1</b> Compare the structure and function of both state and local government.
	<b>ECS.3.C&amp;G.1.2</b> Categorize the roles and responsibilities of leaders in state and local government.
	<b>ECS.3.C&amp;G.1.3</b> Compare how state, local, and/or tribal governments help solve problems within communities.

Economics	
Standard	Extended Content Standards
<b>3.E.1</b> Understand how economic decisions and resources affect the local economy.	<b>ECS.3.E.1.1</b> Demonstrate an understanding of entrepreneurship.
	<b>ECS.3.C&amp;G.1.2</b> Recognize how things that are produced and consumed in local communities are based on the types of natural resources that exist in a region.
	<b>ECS.3.C&amp;G.1.3</b> Identify the role supply and demand plays in local economies.

Geography	
Standard	Extended Content Standards
<p><b>3.G.1</b> Understand how geography impacts the development of regions and communities.</p>	<p><b>ECS.3.G.1.1</b> Explain how the location of places impacts the development of communities.</p>
	<p><b>ECS.3.G.1.2</b> Demonstrate that climate and physical characteristics affect the ways in which people live.</p>
	<p><b>ECS.3.G.1.3</b> Illustrate how geography impacts the movement of goods and people.</p>

I-Inquiry, B - Behavioral Sciences, C&G - Civics and Government, E - Economics, G - Geography, H - History

History	
Standard	Extended Content Standards
<b>3.H.1</b> Understand how various people and historical events have shaped local communities.	<b>ECS.3.H.1.1</b> Demonstrate an understanding of how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.
	<b>ECS.3.H.1.2</b> Identify historical events in local communities.
	<b>ECS.3.H.1.3</b> Compare two or more interpretations of historical events or symbols relevant to their local communities.