

**CARROLL COUNTY SCHOOL DISTRICT  
CURRICULUM WEEKLY PACING GUIDE  
2007 REVISED MS SOCIAL STUDIES  
FRAMEWORK**

<b>Grade 3 Social Studies</b>	<b>August 8-October 12, 2007</b>
<b>First Nine Weeks</b>	
8/13-17	Describe relationships among people, places, and environments (e.g., local communities and Kenya, etc.).
8/20-24	Describe how human activities alter the environment (e.g., reservoirs, dams, slash and burn forests, construction).
8/27-31	Identify historical figures in local communities and explain their characteristics and significance.
9/4-7	Describe local community life through history.
9/10-14	Compare selected communities in North America and other areas.
9/17-21	Identify student responsibilities at home, school, and community (e.g., homework, school supplies, procedures, school/community drives).
9/24-28 10/1-5	Recognize varieties of family life and cultures (e.g., rural, urban, national, and international {For Example: Kenya}).
10/8-12	<b>Review and Administer Nine Weeks Test.</b>

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<b>Grade 3 Social Studies</b>	<b>October 16 – Dec. 20, 2007</b>
<b>Second Nine Weeks</b>	
10/16-26	Define the necessity and purpose(s) of government in a community.
10/29 - 11/9	Recognize that there are different forms of government in different communities around the world.
11/12-16	Explain the purpose of rules and laws and why they are important to a community (e.g., recycling, energy conservation, courteous public behavior, etc.).
11/26-30	Identify some important beliefs commonly held by Americans about themselves and their government good, respect for law, importance of work, education, volunteerism, conflict resolution, etc.).
12/3-7	Explain the most important responsibilities of local government to the community.
12/3-7	Explain why certain civic responsibilities (e.g., civic protocol, and studying historical figures, etc.) are important to individuals and to the community.
12/10-14	Recognize responsibilities of the individual as they relate to the student's community (e.g., respect for the rights and property of others, tolerance, honesty, compassion, self-control, participation in the democratic process, work for the common good, etc.).
12/17-20	<b>Review and Administer Nine Weeks Test</b>

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<b>Grade 3 Social Studies</b>	<b>Jan. 7 – Mar. 14, 2008</b>
<b>Third Nine Weeks</b>	
1/7-11	Use maps and globes to find relative and absolute locations in regard to different communities (e.g., spatial perspective, longitude, latitude, etc.).
1/14-18	Show movement of products/people in a community and surrounding areas.
1/22-2/8	Identify time and space relevant to a student's community (e.g., school and community) by using social studies tools (e.g., timelines, maps, etc.).
2/11-15	Demonstrate and apply spatial and ecological perspectives in life situations (e.g., locating waste disposal in your community, etc.).
2/19-22	Recognize that the world is divided into different communities (e.g., cultural, political, geographic, etc.).
2/25-29	Identify all cardinal and intermediate directions.
3/3-7	Locate various geographical points using latitude and longitude (e.g., map of Africa).
3/10-14	<b>Review and Administer Nine Weeks Test.</b>

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<b>Grade 3 Social Studies</b>	<b>Mar. 25 – May 21, 2008</b>
<b>Fourth Nine Weeks</b>	
3/25-4/2	Identify the ways in which a community depends upon other communities to provide for its <i>wants</i> and <i>needs</i> and <i>goods</i> and <i>services</i> (e.g., goods are objects [car, shampoo], services are actions [auto repair, haircut]).
4/3-11	Identify <i>resources</i> and <i>scarcity</i> of resources within the community (e.g., water, waste disposal areas).
4/14-18	Describe the <i>opportunity costs</i> of choices made within the community (e.g., jobs and relocation, etc.).
4/21-25	Describe the <i>division of labor</i> within communities (e.g., awareness of jobs and careers).
4/28-5/2	Identify story elements of read-aloud stories from various cultures (e.g., <u>Mufaro's Beautiful Daughter</u> ).
5/5-5/9	Compare and contrast various animals and their habitats from different countries (e.g., elephants, lions, zebras, desert, savannah, etc.).
5/12-16	Create a cultural artifact of another country/culture using geometric patterns (e.g., pictures, animals, masks).
5/19-21	<b>Review and Administer Nine Weeks Test.</b>