

Wayne County Public Schools

NC Essential Standards for Social Studies- 2010

Grade 3 – Social Studies Pacing Guide

1 st 9 Weeks	2 nd 9 Weeks	3 rd 9 Weeks	4 th 9 Weeks
Unit 1: Civics and Government	Unit 2: History/Colonial America	Unit 3: Geography, Environmental Literacy, and Culture	Unit 4: Economics and Financial Literacy
<p>3.C&G.1: Understand the development, structure and function of local government.</p> <p>3.C&G.1.1 Summarize the historical development of local governments.</p> <p>3.C&G.1.2 Describe the structure of local government and how it functions to serve citizens.</p> <p>3.C&G.1.3 Understand the three branches of government, with an emphasis on local government.</p> <p>3.C&G.2: Understand how citizens participate in their communities.</p> <p>3.C&G.2.1 Exemplify how citizens contribute politically, socially and economically to their community.</p> <p>3.C&G.2.2 Exemplify how citizens contribute to the well-being of the community's natural environment.</p> <p>3.C&G.2.3 Apply skills in civic engagement and public discourse (school, community)</p>	<p>3.H.1: Understand how events, individuals and ideas have influenced the history of local and regional communities.</p> <p>3.H.1.1 Explain key historical events that occurred in the local community and regions over time.</p> <p>3.H.1.2 Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.</p> <p>3.H.1.3 Exemplify the ideas that were significant in the development of local communities and regions.</p> <p>3.H.2: Use historical thinking skills to understand the context of events, people and places.</p> <p>3.H.2.1 Explain change over time through historical narratives. (events, people and places)</p> <p>3.H.2.2 Explain how multiple perspectives are portrayed through historical narratives.</p>	<p>3.G.1: Understand the earth's patterns by using the 5 themes of geography: (location, place, human-environment interaction, movement and regions).</p> <p>3.G.1.1 Find absolute and relative locations of places within the local community and region.</p> <p>3.G.1.2 Compare the human and physical characteristics of places.</p> <p>3.G.1.3 Exemplify how people adapt to, change and protect the environment to meet their needs.</p> <p>3.G.1.4 Explain how the movement of goods, people and ideas impact the community.</p> <p>3.G.1.5 Summarize the elements (cultural, demographic, economic and geographic) that define regions (community, state, nation and world).</p> <p>3.G.1.6 Compare various regions according to their characteristics.</p> <p>3.C.1: Understand how diverse cultures are visible in local and regional communities.</p> <p>3.C.1.1 Compare languages, foods and traditions of various groups living in local and regional communities.</p> <p>3.C.1.2 Exemplify how various groups show artistic expression within the local and regional communities.</p> <p>3.C.1.3 Use non-fiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions, and behaviors).</p>	<p>3.E.1: Understand how the location of regions affects activity in a market economy.</p> <p>3.E.1.1 Explain how location impacts supply and demand.</p> <p>3.E.1.2 Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers and coastal towns).</p> <p>3.E.2: Understand entrepreneurship in a market economy.</p> <p>3.E.2.1 Explain why people become entrepreneurs</p> <p>3.E.2.2 Give examples of entrepreneurship in various regions of our state.</p>
<p>Unit 1: Civics & Government</p> <p>Textbook Unit 1: Citizens and Government</p> <p>Textbook Unit 2: Our Different Roles</p>	<p>Unit 2: History/Colonial America</p> <p>Textbook Unit 3: People and Communities Over Time</p> <p>Textbook Unit 7: Lessons 1- Local & Global Leaders & Lesson 3: Creating New Communities</p>	<p>Unit 3: Geography, Environmental Literacy, & Culture</p> <p>Textbook Unit 4: Our Geography</p> <p>Textbook Unit 1: Lesson 5, Revisit--Holidays & Celebrations</p> <p>Textbook Unit 7: Lesson 2, Folktales & Legends</p>	<p>Unit 4: Economics and Financial Literacy</p> <p>Textbook Unit 5: People & Economics</p> <p>Textbook Unit 6: People & Technology</p>

Nc 3rd Grade Social Studies Pacing Guide

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The Ultimate Student Teaching Guide Kisha N. Daniels, Gerrelyn C. Patterson, Yolanda L. Dunston, 2013-12-26 Concise and focused on practical strategies this engaging lighthearted guide provides teacher candidates a road map for negotiating the complex and diverse terrain of pre K through 12 schools while providing opportunities to develop the skills of reflection that are crucial to becoming a successful practitioner The Second Edition provides practical research based field tested strategies that student teachers can immediately apply as they encounter school concerns solve classroom challenges negotiate social conflicts and new to this edition navigate the job search and interview process Concluding chapters challenge readers to view student teaching as a process and to use reflection as a tool for professional growth Thoroughly updated throughout the Second Edition includes expanded coverage of workplace professionalism an introduction to accreditation and the Common Core standards and more *Resources in Education* ,1994 **Resources in Education** ,1988 Who's who in American Education ,1990 *Research in Education* ,1971 Transform Your Math Class Using Asset-Based Teaching for Grades 6-12 Michael D. Steele, Joleigh Honey, 2024-07-19 Foster a love of mathematics by creating a more inclusive and empowering learning environment through asset based teaching An asset based perspective on math education means starting with what students already know instead of focusing on what s missing This approach elevates student thinking and reasoning skills In this way educators acknowledge that all students bring prior experiences strengths talents and resources to the learning process and can contribute meaningfully in an authentic learning environment Transform Your Math Class Using Asset Based Teaching for Grades 6 12 provides insight into asset based perspectives in mathematics education to create an environment where all students feel valued and capable of being doers of mathematics In the book Michael Steele and Joleigh Honey highlight the importance of using language instructional routines and systemic structure that positively impact student engagement their math identity and ultimately their outcomes Providing a wealth of knowledge and practical strategies that can be used to transform math classrooms into inclusive supportive and empowering learning environments this book Introduces an asset based perspective that focuses on students strengths assets and potential to learn mathematics Includes a variety of frameworks and tools that teachers can use to build and grow their sense of asset based perspectives Offers strategies for promoting a growth mindset in mathematics encouraging productive struggle in math and promoting equitable math instruction Supports teachers in reflecting on their decisions self awareness and self management Includes a companion online study guide to support teachers individually or as part of a professional learning community Adopting asset based perspectives is about movement over time not about flipping a switch This book paves the path for an asset based journey that ultimately helps to transform our math classrooms and advance all students learning and development ERIC Educational Documents Index, 1966-69: Minor descriptors and author index ,1970

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Journal of the American Veterinary Medical Association American Veterinary Medical Association, 2006 Vols for
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