



**Gulfport School District**  
**PACING GUIDE**  
**THIRD GRADE**  
**Social Studies**  
**Community/Local Government**

QUARTER	COMPETENCY/OBJECTIVES				
		(C-Civics)	(H-History)	(G-Geography)	(E-Economics)
<b>QUARTER 1</b>					
1	<b>1. Develop an understanding of <i>community/local government</i> in relationship to the expanding horizon theme. (C, H, G, E)</b>				
1	a. Describe relationships among people, places, and environments (e.g., local communities and Kenya, etc.).				
1	f. Identify student responsibilities at home, school, and community. {On-going}				
1	g. Recognize varieties of family life and cultures (e.g., rural, urban, national, and international {For Example: Kenya}). {On-going}				
1	<b>2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, E)</b>				
1	c. Explain the purpose of rules and laws and why they are important to a community (e.g., recycling, energy conservation, courteous public behavior, etc.).				
1	g. 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.).				
1	<b>3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, compasses, graphs, technological resources, grids, schedules, etc.). (C, H, G, E)</b>				
1	f. Identify all cardinal and intermediate directions.				
<b>GSD SKILLS</b>					
SS1	Name physical characteristics of his/her local community.				
SS2	Understand geographical terms related to a community, such as a suburb.				
SS3	Describe how geography affects the development of communities.				
SS4	Use a neighborhood map to find locations.				



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QUARTER	COMPETENCY/OBJECTIVE
<b>QUARTER 2</b>	
2	<b>1. Develop an understanding of <i>community/local government</i> in relationship to the expanding horizon theme. (C, H, G, E)</b>
2	c. Identify historical figures in local communities and explain their characteristics and significance.
2	d. Describe local community life through history.
2	<b>2. Acquire the characteristics to be a responsible citizen in the United States. (C, H, E)</b>
2	a. Define the necessity and purpose(s) of government in a community.
2	b. Recognize that there are different forms of government in different communities around the world.
2	d. Identify some important beliefs commonly held by Americans about themselves and their government (e.g., individual rights and freedoms, common good, respect for law, importance of work, education, volunteerism, conflict resolution, etc.).
2	e. Explain the most important responsibilities of local government to the community.
2	f. Explain why certain civic responsibilities (e.g., civic protocol, and studying historical figures, etc.) are important to individuals and to the community.
2	<b>3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, compasses, graphs, technological resources, grids, schedules, etc.). (C, H, G, E)</b>
2	a. Use maps and globes to find relative and absolute locations in regard to different communities (e.g., spatial perspective, longitude, latitude, etc.).
	b. Show movement of products/people in a community and surrounding areas.
2	c. 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.).
<b>GSD SKILLS</b>	
SS5	Give a basic description of government.
SS6	Identify members of the executive branch of his/her local government.
SS7	Describe the functions of local government in his/her local community.
SS8	Identify the responsibilities of local government.
SS9	List important services provided by the local government.
SS10	Understand the power and authority of a mayor.
SS11	Relate various members of local government to their functions.
SS12	Explain how his/her local community has changed over time. {On-going}



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<b>QUARTER 3</b>	
3	<b>1. Develop an understanding of <i>community/local government</i> in relationship to the expanding horizon theme. (C, H, G, E)</b>
3	e. Compare selected communities in North America and other areas.
3	<b>3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, compasses, graphs, technological resources, grids, schedules, etc.). (C, H, G, E)</b>
3	e. Recognize that the world is divided into different communities (e.g., cultural, political, geographic, etc.).
3	g. Locate various geographical points using latitude and longitude (e.g., map of Africa).
3	<b>5. Integrate, connect and apply social studies into other subject areas and everyday life. (G, H, C)</b>
3	a. Identify story elements of read-aloud stories from various cultures (e.g., <u>Mufaro's Beautiful Daughter</u> ).
3	b. Compare and contrast various animals and their habitats from different countries (e.g., elephants, lions, zebras, desert, savannah, etc.),
3	c. Create a cultural artifact of another country/culture using geometric patterns (e.g., pictures, animals, masks).
<b>GSD SKILLS</b>	
SS13	Understand that the United States interacts with different nations of the world.
SS14	Use information about a person and his/her community to draw conclusions.
SS15	Define culture.
SS16	Identify a geographical location based on a description.
SS17	Identify Earth's hemispheres.



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<b>QUARTER 4</b>	
4	<b>1. Develop an understanding of <i>community/local government</i> in relationship to the expanding horizon theme. (C, H, G, E)</b>
	b. Describe how human activities alter the environment (e.g., reservoirs, dams, slash and burn forests, construction).
4	<b>3. Demonstrate the ability to use social studies tools (e.g., timelines, maps, globes, compasses, graphs, technological resources, grids, schedules, etc.). (C, H, G, E)</b>
4	d. Demonstrate and apply <i>spatial</i> and <i>ecological</i> perspectives to life situations (e.g., locating waste disposal in your community, etc.).
4	<b>4. Identify the interdependence of economics (self/family, school/neighborhood, and local). (C, H, E)</b>
4	a. 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	b. Identify <i>resources</i> and <i>scarctiy of resources</i> within the community (e.g., water, waste disposal areas).
4	c. Describe the <i>opportunity costs</i> of choices made within the community (e.g., jobs and relocation, etc.).
4	d. Describe the <i>division of labor</i> within communities (e.g., awareness of jobs and careers).
<b>GSD SKILLS</b>	
SS18	Recognize a problem within the local community.
SS19	Identify methods for solving problems within the local community.
SS20	Distiguish between the advantages and disadvantages of recycling physical resources.