NORTH CAROLINA UNPACKING DOCUMENT FOR GRADE 3

The Unpacking Documents for North Carolina K-12 Social Studies Standards were created in collaboration with teachers, NCDPI leadership, and NCDPI consultants. These documents are intended to supplement the Standard Course of Study to provide a comprehensive understanding of the teaching of the standards and objectives. The explanations and examples in this document are intended to be helpful in the planning of local curriculum and classroom instruction.

This document includes:

- **Inquiry Strand:** the State Board of Education approved indicators for inquiry
- **Standard:** the State Board of Education approved standard(s) for a strand
- **Objective:** the State Board of Education approved objectives for teaching and learning
- **Mastery of the Objective:** a description of how the student should be able to demonstrate mastery of the objective
- **Students Will Understand:** understandings that students should be able to arrive at as a result of the instruction
- **Students Will Know:** academic vocabulary and information students should know
- **Example Topics:** possible content and/or topic ideas that can be used to teach the objective
- **Example Formative Assessments**: possible tasks that can be used to gauge students' understanding of the objective

The example topics and example formative assessments provided with each objective are:

- Content examples for instruction that help to build student knowledge and understanding of the objective
- Sample assessment activities to gauge learning that may be used to determine whether students are meeting the learning objective
- Examples to enhance the student's ability to make connections across other disciplines and in the real world
- Recommendations, with the understanding that PSUs retain local control, to assist with determining curriculum

Disclaimer:

The example topics and example formative assessments provided with each objective are not meant to be:
- an exhaustive list
- a checklist for basic recall or memorization
- a checklist for assessment for each objective
- summative assessment items

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Inquiry Strand

The inquiry process for each grade and course within the North Carolina Social Studies Standard Course of Study asks students to inquire, think critically, evaluate sources, use evidence, communicate, and solve problems. Students are asked to practice the skills embedded in the inquiry process on a regular basis throughout instruction; these skills should also be combined into an inquiry project at least once during the year or semester.

Inquiry 3-5
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. 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.

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

Unpacking the Behavioral Science Objectives					
Standard 3.B.1 Understand how values and beliefs of individuals and groups influence communities.					
Overarching Concepts: Beliefs, Values, Culture, Cultural Practice, Community, Groups					
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
3.B.1.1 Explain	Students must be	Indigenous, religious,	Examples of values, beliefs,	Traditions and	The teacher shares

how the values, beliefs, and cultures of various indigenous, religious, racial and other groups contribute to the development of local communities and the state.	able to demonstrate understanding of how values, beliefs, and cultures contribute to the development of state and local communities, paying specific attention to race, religion, and indigenous peoples.	racial, and other groups often contribute to the development of local communities and the state. The values and beliefs of various groups can influence the art, music, customs, and cultural traditions of a community or state.	and cultures of various groups How the values, beliefs, and cultures influence the development communities **Glossary Terminology**: Tradition Cultural Practice Civilizations Society	celebrations of groups Languages and dialects Religious Groups African Americans Asian Americans Pacific Islanders Middle Eastern and North Africans Latinx Cultural Practices of American Indians in North Carolina Scots Irish Highland Scots English Germans French Huguenots Hmong Montagnard	examples of festivals, local events, and places in the community. Students identify the values and beliefs of cultures within the community that contribute to the festivals, events, and places. Students explain how these events contribute to the local community. The teacher provides students with information on the values and beliefs of cultural groups that contributed to their local community. Students then create a poster in which they showcase the cultural groups and give specific examples of their impact on the local community.

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
3.B.1.2 Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities.	Students must be able to discuss the similarities and differences between the values, beliefs, cultural practices, and traditions of different groups that live in local communities and make those same comparisons between regions.	A variety of languages and traditions contribute to the cultural diversity of local and regional communities. The diversity of a community may provide benefits to people that choose to live within it. The culture of local and regional communities may impact the beliefs, traditions, and values of other cultures.	Similarities of values, beliefs, cultural practices, and traditions of various groups Differences of values, beliefs, cultural practices, and traditions of various groups **Glossary Terminology**: Belief Cultural Practice Local Community Tradition Value	Compare ● Food ● Traditions ● Art ● Religions ● Music/dance ● Festivals/fairs ● American Indian tribal traditions/ celebrations ● Languages ● Family practices and traditions	Students read an informational text about the cultural traditions in North Carolina. Students use a Venn Diagram to compare the two traditions. Students create a Venn Diagram to compare the visual arts created by two different groups in their community. After completing the Venn Diagram, students write a short paragraph about the similarities and differences between the groups.

Unpacking the Civics and Government Objectives					
Standard 3.C&G.1 Understand the structure and function of state and local government. **Overarching Concepts:** Structure, Function, Government, Leader					
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
3.C&G.1.1 Compare the structure and function of both state and local government.	Students must be able to discuss the similarities and differences between both the structure and function of state government to the	The structure of local and state governments may include separation of powers between branches.	The similarities and differences between the structure of state and local governments in North Carolina The similarities and	Branches of government ● Legislative branch ● Judicial branch ● Executive branch	Students work in a group to create a script for a 3-5 minute TV show that teaches children about the structure of government and compares the roles

	structure and function of local government.	Governments may be structured to address the basic needs of the people.	differences between the function of state and local governments in North Carolina **Glossary Terminology:** Structure of Government Local Government	Levels of government ● Federal ● State ● Local State government ● Governor ● Judges ● Attorneys ● Court positions ● School Boards ● Law enforcement ● Taxes ● Disaster relief ● Education ● Roads ● Transportation ● Safety ● Budget Local government ● City Council ● Mayor ● County Commissioners ● Parks & Recreation ● Judges ● Attorneys ● School Boards ● Taxes/ property taxes ● Public utilities ● Public transportation	of different state and local government entities. Students perform their brief TV show skit. The teacher shows students a video on how state and local government is structured. Students create a Venn Diagram that compares the structures of local and state government.

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				Functions local/state government	
				- Plan and pay for most roads - Run public schools - Provide water - Organize police and fire services - Establish zoning regulations - Arrange elections for their citizens	
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
3.C&G.1.2 Classify the roles and responsibilities of leaders in state and local government.	Students must be able to categorize the different roles and responsibilities of state and local government leaders.	The role of state and local government leaders vary based on their responsibilities. State and local officials create laws and policies which can impact the quality of life of people. State and local leaders create policies and laws or policies to establish order and manage conflict.	Examples of the responsibilities of state and local government leaders Examples of the roles of state and local government leaders **Glossary Terminology**: Local Government	State - Governor - Judges - Attorneys - Court positions - School boards - Law enforcement Local - Mayor - City Council - County commissioners - Police, sheriffs, law enforcement - Fire chief/ departments - City planning - Parks & Recreation	Given a list of statements describing different leadership positions, students classify each item on the list by placing them in one of the following categories: 1) Role of a State Government Official, 2) Role of a Local Government Official, 3) A State Level Responsibility, 4) A Local Level Responsibility. Each student will be given one color notecard labeled with the word "state" and

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
				• Judges • Attorneys • Court positions • School Boards • Legislative branch • Judicial branch • Executive branch	another color notecard labeled with the word "local." The teacher reads descriptions of various roles or responsibilities. The students show they can classify the role or responsibility as either state or local by holding up the correct notecard for the teacher to see. The teacher should discuss the correct category for each description before moving onto the next one. After learning about the executive, judicial, and legislative branches, students classify the roles of state and local government leaders into one of those branches on a chart.
3.C&G.1.3 Compare how state, local, and tribal governments help solve problems within communities.	Students must be able to discuss the similarities and differences in how different levels of government address	Governments establish policies, rules, and laws that help to solve problems within communities.	Similarities between how state, local, and tribal governments help solve problems within communities	Various tribal government systems • Tribal laws • Tribal rules • Tribal constitutions	After reading about how a state and local government solved similar problems, students create a Venn Diagram in which they

needs, problems, or issues. Students must include examples at state, local, and tribal levels.	Governments may work with people in the community to solve the problems or issues. State and local leaders create policies and laws to establish order and manage conflict.	Differences between how state, local, and tribal governments help solve problems within communities Examples of how state, local, and tribal governments help solve problems within communities **Glossary Terminology:** Community Local Government	Tribal councils Laws/policies ● Local rules/ordinances ● Law enforcement ● Pest control and animal issues ● Public safety ● Water usage ● Teen court ● Litter control ● Potholes ● Sidewalk repair	compare how the two governments solved their issues. The teacher reads three real or hypothetical stories of how a problem in a community was solved differently by officials at the state, local, and tribal levels of government. The students work in small groups to discuss and write down the differences in how each level of government chose to solve the problem based on what they could or could not do at their level of government. Students complete a "Quick Write" activity detailing a comparison of the processes a state government uses to solve problems in comparison to what local governments are allowed to do to solve problems. Students are given a scenario in which the

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					same problem was solved on a reservation and in another local community. Students explain the similarities and differences between the problem-solving approaches.

Unpacking the Economics Objectives					
Standard 3.E.1 Understand how economic decisions and resources affect the local economy. **Overarching Concepts:** Community, Entrepreneurship, Production, Consumption, Supply, Demand, Good					
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**

3.E.1.1 Explain how entrepreneurship develops local communities**.**	Students must be able to demonstrate understanding of how entrepreneurship affects the development of local communities.	Entrepreneurship can be essential to the economic development of a local community.
		
		Entrepreneurs often create businesses based on the needs and desires of the local community.
			Examples of entrepreneurs in different local communities of North Carolina
			
			How entrepreneurs have impacted the local economy in communities in North Carolina
			
			Glossary Terminology: Entrepreneurship Local
				Entrepreneurial examples
				● Franchises
				● Start-up companies
				● Beauty/barber Shops
				● Strip malls/mega malls
				● Cultural entrepreneurship
				  ○ Singers
				  ○ Musicians
				  ○ Artists
				● E-entrepreneurship
				  ○ Amazon
				  ○ Ebay
				  ○ Etsy
				
				Examples of Entrepreneurship in North Carolina
					The teacher invites a local entrepreneur to speak to students. Afterward, students create a presentation explaining how that entrepreneur's business affects the local economy.
					
					Students create a cause-and-effect flow chart tracing the impact a specific entrepreneur had on the local community, including tracing the creation of jobs, providing a service, and other economic impacts.

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				- Cheerwine - Vicks Vapor Rub - Texas Pete - Pepsi - Putt Putt - Krispy Kreme - Goody's Headache Powder - Barcode - Overalls - Fresh Market - North Carolina Mutual - Cook-Out - Bojangles - Mount Olive Pickles - Sundrop - Harris Teeter - BB&T Examples of local goods and services - Mechanics - HVAC companies - Doctors - Dentists - Hospitals - Manufacturing companies - Locally-owned restaurants - Locally-owned stores	

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				Various ways entrepreneurship develops communities ● Creation of jobs ● Growth of industry ● Urban development ● Suburbanization ● Zoning/rezoning ● Annexation of smaller areas into larger urban towns and cities	
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
3.E.1.2 Explain how the natural resources of a region impact the production and consumption of goods in local communities.	Students must be able to demonstrate understanding of how the things that are produced and consumed in local communities are based on the types of natural resources that exist in a region.	Access to resources often encourages economic growth in regions. The availability of natural resources often helps determine the production and consumption of goods in a community.	Examples of how natural resources of a region impact the production of goods in local communities Examples of how natural resources of a region impact the consumption of goods in local communities **Glossary Terminology**: Consumer Production	Resources ● Land ● Water ● Lumber ● Oil ● Minerals ● Cotton ● Steel ● Natural gas ● Coal ● Corn ● Grain	Students choose a natural resource local to North Carolina. The students create a visual for a billboard advertising the benefits of the resource and how it positively impacts the production of goods and/or type of service in different communities. Students explain how the natural geology of the Seagrove, North Carolina, area impacts both what the community produces and what the consumers buy.

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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
3.E.1.3 Summarize the role supply and demand plays in local economies.	Students must be able to show they can create a short summary (not retell) that captures the main point or basic idea of supply and demand and its role in local economies.	The supply of a good directly influences consumer demand. The demand for a good or service may impact its availability in the local economy. The types of goods and services available in a local economy often depend on both what is produced and the consumer's desire to purchase.	When the *supply* is more than the demand for a good or a service, prices go down When the *demand* for a good or a service is more than the supply, prices usually go up How supply and demand impacts local economies Examples of supply and demand **Glossary Terminology**: Supply and Demand	Overproduction Surplus Stockpiles Increase in prices Decrease in prices Shortage of goods Shortage of jobs Increase in jobs Recession Depression	Students read an article about the supply and demand of a good or service in a community. Students then write a 3-5 sentence summary about the role supply and demand plays in the local economy, using evidence from the text. The teacher finds or creates several short hypothetical supply-and-demand scenarios to present to students on a worksheet or on the board. Students read and summarize the role supply and demand plays in each scenario with one of the following descriptions: 1) Surplus, 2) Stockpile, 3) Increase in prices, 4) Decrease in prices, 5) Shortage of jobs, or 6) Increase in jobs.

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Unpacking the Geography Objectives

Standard 3.G.1 Understand how geography impacts the development of regions and communities.
Overarching Concepts: Location, People, Region, Place, Movement

Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment

3.G.1.1 Explain how the absolute and relative location of places impacts the development of communities.	Students must be able to demonstrate that they understand absolute location and relative location.
	
	Students must be able to demonstrate understanding that where a place is located influences how communities develop and how they are impacted by that development.
		The physical location of a place can influence the economic development of a community.
		
		The location of a community in relation to other communities may impact how that community develops.
			Examples of absolute and relative location
			
			How absolute and relative location impact development
			
			Glossary Terminology:
			Absolute Location
			Community
			Relative Location
				Location of landforms and cities/towns with development of neighborhoods
				
				Access to goods and services based on relative and absolute location
				
				Factors that impact development of a community
				● Close to rivers, lakes, oceans
				● Lack of clean water sources
				● Obstructed by natural physical barriers
				  ○ Mountains
				  ○ Volcanoes
				  ○ Glaciers
				● Rainforests
				● Deserts
				● Tundras
				
				Factors that impact development as a result of absolute location
				● Equator
					Students study maps of an urban location over time. Students note ways in which the development of the area impacted the development of its surrounding communities. Students write a 3-5 sentence explanation of how the development of one community may be impacted by the development of other communities.
					
					After learning about cities in the different areas of North Carolina (e.g., Charlotte, Raleigh, Asheville, Greensboro, Wilmington, etc.), students write a paragraph to explain how the relative locations of these places influences how they developed into the large urban areas.

				● Tropic of Cancer/Capricorn ● North Pole/South Pole	
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**

3.G.1.2 Explain how climate and physical characteristics affect the ways in which people live in a place or region.	Students must be able to demonstrate understanding of how climate and physical characteristics influence how people choose to live in a place or region.	Climate contributes to the development of a place or region and may cause changes in the physical environment.
		
		Physical environment and climate can determine the way that people meet basic needs like food and shelter.
		
		People may change the physical characteristics of a place based on climate.
			Ways climate affects how people live in a place or region
			
			Ways physical characteristics affect how people live in a place or region
			
			Glossary Terminology: Physical Characteristic Region
				Climate vs. weather
				
				Differences in geographic locations
				
				Climates of various regions
				● Mountains
				● Piedmont
				● Coastal Plain
				
				Impact of climate
				● Different clothing/footwear
				● Types of agriculture
				● Natural resources
				● Employment/jobs
				● Businesses
				
				Impact of physical environment
				● Types of housing
				● Activities based on the area of the state
				  ○ Skiing
				  ○ Surfing
				  ○ Fishing
				● Types of agriculture
				● Natural resources
					Students write a sales pitch explaining why the climate and physical environment of a specific geographic location is the ideal place to live. The students' sales pitches must include how the environment and climate impact the way of life in the location they chose.
					
					After reading articles about three specific geographical regions, students write three paragraphs explaining the impact of the climate and physical environment of each region on the lifestyles of the people who live there.
					
					Using a collaborative digital platform (e.g., Padlet), the teacher

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					poses a question such as, *"What type of climate and physical characteristics impact how people live?"* Students then post their thoughts, ideas, questions, or comments on the digital platform. Students then view all of the contributions and write an explanation of how the climate and physical environment of a location impacts the decisions of where people choose to live.
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
3.G.1.3 Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.	Students must be able to demonstrate understanding of how geography affects the movement of goods, people, and ideas within that place or region.	The geography of a place can impact the movement of goods, people, and ideas. The geography of a place may pose physical barriers to movement.	How the geography of a place or region impacts the movement of goods, people, and ideas within that place or region Examples of movement of goods and people **Glossary Terminology**: Region	Innovations in transportation ● Roads ● Canals ● Railroads ● Airports Various languages have been historically spoken ● English ● Cherokee ● Spanish Agriculture Changes to landscape	After learning about the settlement of a local community, students create a multimedia presentation that explains why people chose to settle in the community and how the geography of this area may have impacted the choice to settle there. Students choose a location that has seasonal tourism. Students study the

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				following natural disasters Railroad routes Crescent of population centers in North Carolina Rural broadband efforts	geography of this location and write an explanation of how the physical geography impacts the movement of people, goods, and/or ideas seasonally.

Unpacking the History Objectives					
Standard 3.H.1 Understand how various people and historical events have shaped local communities. **Overarching Concepts:** People, Events, Local Community					
Objective	**Mastery of the Objective**	**Students Will Understand**	**Students Will Know**	**Example Topics**	**Examples of Formative Assessment**
3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.	Students must be able to demonstrate understanding of how the lived experiences and achievements contributed by women, various indigenous, religious, and racial groups influence the development of local communities.	The achievements of individuals and groups may contribute to the development and growth of communities. The lives of people in a state may be improved by the innovations and achievements of diverse groups of people.	Examples of achievements of various women, indigenous, religious, and racial groups Ways diverse women, indigenous, religious, and racial groups have made contributions to local communities **Glossary Terminology**: Indigenous Local	Chang and Eng Bunker Kay Yow Michael Jordan Torry Holt Chris Paul Jason Brown Warren Clay Coleman Charlotte Hawkins Brown Adolph Dial HBCU Founders	Students write short descriptions for famous wax museum figures explaining their contributions to their local community. Students then act out short presentations or monologues. Students create a children's picture book explaining the contributions of a local figure or group to the local community. After studying important local figures, students create a

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				Julius Chambers	cause-and-effect timeline demonstrating how the people studied contributed to the local community.
				Manteo	
				Wanchese	
				Wingina	
				Charles Spaulding	
				Carolina Peacemaker	
				North Carolina Mutual	
				Ella Baker	
				Greensboro 4	
				Dorothy Counts	
				Dorthea Dix	
				Dr. William Barber	
				Harriet Jacobs	
				American Indians of North Carolina ● The Eastern Band of Cherokee Indians ● Haliwa-Saponi ● Lumbee Tribe ● Meherrin Sappony ● Occaneechi Band of the Saponi Nation ● Waccamaw Siouan	

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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
3.H.1.2 Explain the lasting impact historical events have had on local communities.	Students must be able to demonstrate they understand the impact caused by historical events and how the impact continues to affect the local community.	Historical events have an impact that can have lasting transformations on a community. Political, social, or geographic conflict within a community can impact how it develops over time. Leadership of individuals and groups can have a lasting impact on how a community develops.	Examples of historical events in local communities in North Carolina How historical events impact local communities **Glossary Terminology**: Local	Diseases and epidemics that affected various communities American Revolution Edenton Tea Party The Enfield Riots The Mecklenburg Resolves Trail of Tears Carolina Gold Rush American Civil War Battle of Kings Mountain Battle of Bentonville Battle of Fort Fisher Wilmington Coup Industrial Revolution The Great Wagon Road Greensboro Sit-Ins	After studying important historical events, students create a timeline with blurbs about how these events impacted their local community and region. Students study a local historical event and create a storyboard that explains how the event impacted their local community/region at the time and how it still impacts the community today.

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Objective	Mastery of the Objective	Students Will Understand	Students Will Know	Example Topics	Examples of Formative Assessment
3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.	Students must be able to demonstrate that they know how to use both primary and secondary sources to compare multiple interpretations of historical events or symbols relevant to their local communities.	Interpretation of historical events may or may not be supported by primary or secondary sources. The meaning of symbols and events may have competing historical interpretations.	How to use multiple sources to explore various perspectives Examples of primary and secondary sources Similarities and differences between various perspectives of historical symbols and events How perspective can affect the way history is interpreted Both primary and secondary resources can be used to help understand different interpretations of historical events **Glossary Terminology**: Historical Symbol Primary Source Secondary Source	Primary and Secondary sources ● Photographs ● Letters ● Newspapers ● Diary entries ● Maps ● Charts ● Song lyrics relevant to historical time periods Examples of Symbols ● Historical artifacts ● Street names ● Building names ● Historical markers ● Various state symbols ● Battle sites ● Bridges ● Highways ● Lighthouses ● State flags ● State seals ● Governor's mansion ● Historical sites	Students are assigned a historical symbol or event. Students then find information on their assignment using at least one primary source and at least one secondary source. Students create a chart showing two different interpretations of how people feel about the symbol or event they were assigned. The teacher gives students a few examples of local historical markers. Students research the historical marker and create a Venn Diagram that compares two perspectives of how people might feel about the historical marker.

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