

Grade 3 – Social Studies

Standard 1: History

Students will describe how significant people, events, and developments have shaped their own community and region; compare their community to other communities and regions in other times and places; and use a variety of resources to gather information about the past.

Historical Knowledge

3.1.1

Describe American Indian groups who lived in the region when European settlers arrived.

3.1.2

Explain why and how the local community was established and identify founders and early settlers.

3.1.3

Describe the role of specific communities in the development of the region.

3.1.4

Give examples of people, events, and developments that brought important changes to the local community or region.

Chronological Thinking, Comprehension, Analysis, and Interpretation

3.1.5

Develop simple timelines of events in the local communities.

3.1.6

Read fiction and nonfiction stories to identify the qualities of leaders, such as community leaders, soldiers, presidents, teachers, and inventors.

Research Capabilities

3.1.7

Use a variety of community resources — such as libraries, museums, and county historians — to gather information about the local community.

Standard 2: Civics and Government

Students will explain what it means to be citizens of their community, state, and nation; be able to identify the functions and the major services provided by local governments; use a variety of resources to gather information about government in their community and other communities around the world; and demonstrate understanding of democratic principles and practices.

Foundations of Government

3.2.1

Explain that people are citizens of their community, state, and nation and explain the importance of good citizenship.

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3.2.2

Identify fundamental democratic principles and ideals in American songs, stories, and symbols.

Functions of Government

3.2.3

Discuss the reasons why governments are needed and identify specific services that governments provide.

3.2.4

Explain the consequences of violating laws and identify the duties of and selection process for local officials who make, apply, and enforce laws through government.

3.2.5

Explain that the world is divided into different countries with their own governments and identify neighboring countries, such as Canada and Mexico.

Roles of Citizens

3.2.6

Discuss and explain the meaning of the Pledge of Allegiance. Explain other ways citizens can affirm their citizenship.

3.2.7

Use a variety of information resources to gather information about community leaders and civic issues.

Standard 3: Geography

Students will explain that latitude and longitude are used to locate places on maps and globes, and begin to understand Earth/sun relationships, identify the distinctive physical and cultural features of their community, and explain the geographic relationships of their own community with the state, nation, and world.

The World in Spatial Terms

3.3.1

Distinguish between physical and political features on maps and globes and label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate the United States, Indiana, and the local community.

3.3.2

Identify the continents and oceans, the equator, the Northern and Southern hemispheres, and the Eastern and Western hemispheres.

Places and Regions

3.3.3

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Explain that regions are areas that have similar physical and cultural characteristics, and locate the local community in a specific region.

3.3.4

Explain basic Earth/sun relationships, including how they influence climate, and identify major climate regions of the United States.

Physical Systems

3.3.5

Explain how climate affects the vegetation and animal life of a region, and describe the physical characteristics that relate to form an ecosystem.

Human Systems

3.3.6

Construct maps and graphs that show aspects of human/environment interaction in the local community.

Environment and Society

3.3.7

Use a variety of information resources to identify local environmental issues and examine the ways that people have tried to solve these problems.

Standard 4: Economics

Students will explain how people in the local community make choices about using goods, services, and productive resources; how they engage in trade to satisfy their economic wants; how they use a variety of sources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.

3.4.1

Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs.

3.4.2

Give examples of goods and services provided by local government.

3.4.3

Give examples of trade in the local community and explain how trade benefits both parties.

3.4.4

Define interdependence and give examples of how people in the local community depend on each other for goods and services.

3.4.5

List the characteristics of money and explain how money makes trade easier.

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3.4.6

Identify different ways people save their income and explain advantages and disadvantages of each.

3.4.7

Explain that buyers and sellers interact to determine the prices of goods and services in markets.

3.4.8

Illustrate how people compare benefits and costs when making choices and decisions as consumers and producers.

3.4.9

Gather data about a proposed economic change in the community using a variety of information resources.

Standard 5: Individuals, Society, and Culture

Students will explain how communities are made up of individuals and groups of people, explore local connections with communities in other places, examine the contributions of people from various cultures to the development of the community, and use a variety of resources to collect information about the culture of the community.

3.5.1

Give examples of how the local community is made up of many individuals, as well as many different groups.

3.5.2

Identify connections that the local community has with other communities, including cultural exchanges of several types, and ways that technology links communities in other places.

3.5.3

Examine the contributions of individual artists (painters, sculptors, writers, musicians, and traditional artists) in enriching the culture of the community.

3.5.4

Identify factors that make the local community unique, including how the community is enriched through foods, crafts, customs, languages, music, visual arts, architecture, dance, and drama representing various cultures.

3.5.5

Use community resources — such as museums, libraries, historic buildings, and other landmarks — to gather cultural information about the community.