

Social Studies Curriculum

Third Grade

A. 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.

1. History: Early Regional Culture and Settlement

The students will:

- Identify significant historical developments, events, personalities, buildings, and places in the community.
- Examine significant individuals or groups and their contributions to past and present.
- Examine regional founders and leaders and explain why they qualified as leaders.
- Examine changes in various settings over time, contrasting early and modern society.
- Understand the importance of specific occupation during a given period of time.
- Understand educational opportunities vary from one historical period to another.
- Relate a historical event to its causes.
- Examine appropriate historical documents of a given period.
- Compare local community's history with other communities of the world.

2. History: Chronology, Analysis, and Interpretation

The students will:

- Understand the importance of specific occupation during a given period of time.
- Understand educational opportunities vary from one historical period to another.
- Give order and sequence to historical events.
- Relate a historical event to its causes.
- Identify and discuss changes which have occurred in the history of the community.
- Examine appropriate historical documents of a given period.
- Predict changes which may take place in the future of the community.
- Give example of how other communities in the past or in other parts of the world have changed over time.
- Compare local community's history with other communities of the world.

B. 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.

1. Civics and Government: Foundations of Democratic Government

The students will:

- Understand the importance of being a good citizen of the state and the nation and be able to identify people who exhibit characteristics of good citizenship.
- Demonstrate understanding of democratic ideas through the practice of citizenship skills.
- Become aware of immediate and long-term consequences of following or not following rules or laws.
- Recognize and adhere to rules for behavior.
- Identify rules and laws in a community.
- Explore the way rules and laws are made.
- Examine the reasons why rules are needed for productive group life.
- Understand the duties and responsibilities of different levels of government that make laws and provide goods and services in the United States.
- Evaluate rules to determine necessity and fairness.
- Become aware of and participate in the process of making and/or changing rules.
- Identify some of the rights that people have as citizens.

C. Geography

Students will use the hemispheres, cardinal, and intermediate directions 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.

1. Geography: Maps and Globes

The students will:

- Identify different, changing, and expanding environments around them.
- Understand that relationships exist between their homes, school, community, city, etc.
- Make models and maps to represent a given environment.
- Recognize and identify various land and water forms on maps and globes.
- Use a map's compass rose, key, and legend.

- Locate, on a map or globe, specific items such as the Equator, northern and southern hemispheres, etc.
- Locate Indiana and other Midwestern states on maps using simple grid systems.
- Use labels and symbols to locate and identify physical features on maps and globes. Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes.
- Locate Indiana and other Midwestern states on maps.
- Use grid coordinates to locate points on a map.
- Distinguish political divisions from physical features on maps and globes.

2. Geography: Human and Physical Systems

The students will:

- Show how the geographical location of the community relates to the state and the nation.
- Explain that regions are areas that have similar physical and cultural characteristics. Identify specific regions and state and communities in those regions.
- Give examples of how a community's location is affected by climate and other physical features.
- Relate climate of areas to Earth/sun relationship.
- Understand that climate and physical characteristics of a region affect the vegetation and animal life there.
- Give examples and explore patterns of how the community's geographic location affects the way people live.
- Explore patterns found in boundaries of state, counties, and townships.
- Identify the physical features that influence cultural development in parts of the United States and North America.
- Recognize that geographic features, locations, and climates will determine economic environments.
- Examine differences in population and physical size of communities.
- Understand that regions are influenced by environmental issues, human issues, and physical features.
- Identify and examine the interrelationship of urban and rural communities.

D. 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.

1. Economics: Trade and Money

The students will:

- Identify methods of communication and transportation.
- Compare historical methods of communication and transportation with those of today.
- Compare methods of communication in the past with those of today.
- Recognize the dependency of contemporary society upon communication and transportation.
- Identify ways technology has and will facilitate communication, transportation and other aspects of our lives.
- Identify ways technology has helped people adapt to their environment.
- Explore the increasing similarities among groups of people as a result of trade, travel, technology, and modern systems of communications.
- Identify goods that are imported to and those exported from their community.
- Explain how people make choices about using goods, services, and productive resources to satisfy their economic needs and wants.
- Recognize the need for food, clothing, shelter, and transportation.
- Recognize the difference between needs and wants.
- Describe how people work in order to provide goods and services in the community.
- Explain how people work and use resources to fulfill their economic needs and wants.
- Identify ways in which people earn and use income.
- Identify productive resources (natural, human, and capital resources) in the community that are necessary to produce goods and services.
- Explore the education or training needed for a job or profession.
- Identify jobs as providing goods or services.
- Describe how people depend upon each other to supply economic goods and services.
- Describe how people depend upon people in other communities to supply economic goods and services.
- Understand that buyers and sellers interact to determine the prices of goods and services.
- Examine the change from economic independence (farming communities) to specialization (factories and interdependence).
- Give the examples of how economic resources in the home, school, and community are limited (scarcity) and how people must make choices about how to use resources.
- Identify the opportunity cost (what you have to give up to get something you want) of various choices.
- Give examples of how people are both producers and consumers of goods and services.

- Examine the role of the consumer in determining the types of products available.
- Explore the influence of the consumer in product marketing.
- Understand principles of various exchange systems (e.g. barter, currency, credit).
- Understand that money makes trade easier.
- Understand different ways people save their money. (piggy bank, savings accounts)
- Relate how technological advances create and/or eliminate jobs.
- Examine the progression through agricultural, manufacturing, and service based economies.
- Examine the changes in the production and distribution of products.