**USD #312 Standards for History, Government and Social Studies**

***CHECKLIST*:** ***Third Grade - Communities***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Standard** | **Dates Taught** | | | | **Notes** |
| **History** | | | | | |
| **3-H-1:** Recognize and evaluate the significant people and events that shaped their home town and/or a major city in Kansas. |  |  |  |  |  |
| **3-H-2:** Analyze how these people and events contributed to the way the citizens of their town/city and citizens of other metropolitan areas are perceived and function today. |  |  |  |  |  |
| **3-H-3:** Understand the motivation and accomplishments of notable individuals, particularly early settlers, entrepreneurs, and civic and cultural leaders specific to their home town. |  |  |  |  |  |
| **3-H-4:** Analyze the impact of experiences of groups of people who have contributed to the development of towns/cities. |  |  |  |  |  |
| **3-H-5:** Analyze the experiences of groups of peole who have made historical and cultural contributions to their community and compare it with other communities. |  |  |  |  |  |
| **3-H-6:** Investigate the significance of events, holidays and ceremonies that are important to their community. |  |  |  |  |  |
| **Ideas:**  natural resources |  |  |  |  |  |
| customs |  |  |  |  |  |
| culture |  |  |  |  |  |
| **People/Roles:** civic |  |  |  |  |  |
| political |  |  |  |  |  |
| cultural leaders |  |  |  |  |  |
| settlers |  |  |  |  |  |
| entrepreneurs in your community |  |  |  |  |  |
| ethnic groups |  |  |  |  |  |
| **Places/Institutions**  home town |  |  |  |  |  |
| community |  |  |  |  |  |
| landmarks |  |  |  |  |  |
| historic sites |  |  |  |  |  |
| **Events**: holidays |  |  |  |  |  |
| settlement of your community |  |  |  |  |  |
| historical events in your community |  |  |  |  |  |

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Civics/Government (1)** | | | | | |
| **3-CG-1:** Recognize and evaluate the rights and responsibilities of citizens. |  |  |  |  |  |
| **3-CG-2:** Examine their role as citizens of the community. |  |  |  |  |  |
| **3-CG-3:** Determine how people can participate in government and analyze why choosing to participate is important. |  |  |  |  |  |
| **3-CG-4:** Investigate ways that responsible citizens can fulfill their civic duty such as by engaging in one or more of the following opportunities: serving the common good, being law abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military. |  |  |  |  |  |
| **3-CG-5:** Examine the services provided by local governments. |  |  |  |  |  |
| **3-CG-6:** Describe the types, characteristics, and services of political units, such as city, county, state, and country. |  |  |  |  |  |
| **3-CG-7:** Investigate the function of local governments. |  |  |  |  |  |
| **3-CG-8:** Recognize that all towns/cities in the United States have laws, and all citizens have equal rights and responsibilities as set forth in both the state and U.S. Constitution. |  |  |  |  |  |
| **3-CG-9:** Define the rule of law as it applies to individuals, family, school, and local governments. |  |  |  |  |  |
| **3-CG-10:** Recognize and evaluate the shared ideals in the United States, such as the right to vote and freedom of religion and speech. |  |  |  |  |  |

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| **Civics/Government (2)** | | | | | |
| **Ideas:**  rules |  |  |  |  |  |
| laws |  |  |  |  |  |
| society |  |  |  |  |  |
| civic values |  |  |  |  |  |
| civic duties |  |  |  |  |  |
| government |  |  |  |  |  |
| beliefs |  |  |  |  |  |
| needs |  |  |  |  |  |
| rights |  |  |  |  |  |
| responsibilities |  |  |  |  |  |
| common good |  |  |  |  |  |
| constitution |  |  |  |  |  |
| justice |  |  |  |  |  |
| duty |  |  |  |  |  |
| **People/Roles:** leader |  |  |  |  |  |
| citizen |  |  |  |  |  |
| police |  |  |  |  |  |
| mayor |  |  |  |  |  |
| governor |  |  |  |  |  |
| president |  |  |  |  |  |
| **Places/Institutions:** community |  |  |  |  |  |
| school |  |  |  |  |  |
| municipal government |  |  |  |  |  |
| city hall |  |  |  |  |  |
| public libraries |  |  |  |  |  |
| **Events:** elections |  |  |  |  |  |
| jury duty |  |  |  |  |  |
| community service |  |  |  |  |  |
| local holidays |  |  |  |  |  |

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| **Geography (1)** | | | | | |
| **3-G-1:** Investigate settlement patterns to draw conclusions about a sense of place, first in their community, then in relation to other cities. |  |  |  |  |  |
| **3-G-2:** Compare and contrast the citizens in their community with those of another city in the context of their geographic, cultural, political and social characteristics. |  |  |  |  |  |
| **3-G-3:** Recognize and evaluate the importance of a prominent immigrant group in their community. |  |  |  |  |  |
| **3-G-4:** Examine the causes and consequences of the immigrant group’s choice of settlement locations, investigate its economic and cultural contributions to their city/town. |  |  |  |  |  |
| **3-G-5:** Investigate the human characteristics of the citizens of their own and other communities around the world, such as languages, customs, and food. |  |  |  |  |  |
| **3-G-6:** Recognize the consequences of people living in a community and how it impacts that environment over time, and conversely how the physical environment impact human activity in their community. |  |  |  |  |  |
| **3-G-7:** Analyze how communities interact, using their community as the model. |  |  |  |  |  |
| **3-G-8:** Use maps, graphic representations, tools, and technologies to locate, use and present information about people, places, and environments. |  |  |  |  |  |
| **3-G-9:** Identify major landforms, bodies of water and natural resources in Kansas and the world. |  |  |  |  |  |
| **3-G-10:** Distinguish physical features and political features of a map. |  |  |  |  |  |

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| **Geography (2)** | | | | | |
| **3-G-11:** Identify and compare the location, climate and ecosystems of their town/city to others in the world. |  |  |  |  |  |
| **3-G-12:** Compare characteristics among rural, suburban, and urban communities, such as, types of housing, agricultural activities, fuel consumption, recreation population density, and job. |  |  |  |  |  |
| **Ideas:**  concept of mapping |  |  |  |  |  |
| political characteristics |  |  |  |  |  |
| physical characteristics |  |  |  |  |  |
| natural resources |  |  |  |  |  |
| human characteristics |  |  |  |  |  |
| ecosystem |  |  |  |  |  |
| climate |  |  |  |  |  |
| culture |  |  |  |  |  |
| customs |  |  |  |  |  |
| human/environmental interaction |  |  |  |  |  |
| **People/Roles:** cartographers |  |  |  |  |  |
| immigrants |  |  |  |  |  |
| **Places/Institutions:** community |  |  |  |  |  |
| Political places (city boundary,  county, city offices, county seat) |  |  |  |  |  |
| community |  |  |  |  |  |
| phys. features (oceans/ continents) |  |  |  |  |  |
| phys. char. of local community (landforms, bodies of water, natural resources, weather, and seasons) |  |  |  |  |  |
| urban (L.A., New York City, etc) |  |  |  |  |  |
| suburban |  |  |  |  |  |
| rural areas |  |  |  |  |  |
| nation |  |  |  |  |  |
| neighboring cities |  |  |  |  |  |
| **Events:** immigration |  |  |  |  |  |
| human modification of the earth |  |  |  |  |  |

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| **Standard** | **Dates Taught** | | | | **Notes** |
| **Economic (1)** | | | | | |
| **3-E-1:** Recognize that limited resources require people to make choices to satisfy their want for goods and services. |  |  |  |  |  |
| **3-E-2:** Examine how a market economy works in their community through buyers and sellers exchanging good and services. |  |  |  |  |  |
| **3-E-3:** Examine the reason for economic specialization and how that leads to trade between communities. |  |  |  |  |  |
| **3-E-4:** Describe how a market economy works and consider the role the economy has on travel between communities.. |  |  |  |  |  |
| **3-E-5:** Understand that when borrowing money the consumer is receiving credit that must be repaid. |  |  |  |  |  |
| **3-E-6:** Explore what goods and services in their community are paid for by taxes. |  |  |  |  |  |
| **3-E-7:** Consider how people’s want and needs are met through spending and saving decisions. |  |  |  |  |  |
| **3-E-3:** Explore the consequences of borrowing and lending. |  |  |  |  |  |

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| **Economic (2)** | | | | | |
| **Ideas:** limited resources |  |  |  |  |  |
| abundant resources |  |  |  |  |  |
| natural and human resources |  |  |  |  |  |
| market economy |  |  |  |  |  |
| goods and services |  |  |  |  |  |
| economic specialization |  |  |  |  |  |
| borrowing |  |  |  |  |  |
| lending |  |  |  |  |  |
| credit |  |  |  |  |  |
| spending |  |  |  |  |  |
| saving |  |  |  |  |  |
| wants |  |  |  |  |  |
| needs |  |  |  |  |  |
| taxes |  |  |  |  |  |
| opportunity cost |  |  |  |  |  |
| **People/Roles:** producers |  |  |  |  |  |
| consumers |  |  |  |  |  |
| spender |  |  |  |  |  |
| saver |  |  |  |  |  |
| lender |  |  |  |  |  |
| investor |  |  |  |  |  |
| **Places/Institutions:** community |  |  |  |  |  |
| town/city |  |  |  |  |  |
| local businesses |  |  |  |  |  |
| tax and non-tax supported  institutions |  |  |  |  |  |
| **Events:** production and  Consumption of goods and services |  |  |  |  |  |