

## Grade Three - Community

The standards for third grade enable students to develop an understanding of the larger community. Students are introduced to the concept of government and the process of elections. The roles of local, state, and national officials are defined. Students describe human-environment interactions and explain the effects population on a community. Third graders can locate, access, and organize information from several points of view and can discuss civic issues. Students are able to define institutions that make up economic systems such as families, workers, banks, and labor unions.

### Skills:

- Use geographic tools (map key, compass rose, scale)
- Observe, interpret, and construct visual data
- Recognize and apply social studies terms
- Follow set rules to complete an assigned task, individually or within a group
- Use title page, table of contents, and glossary to locate information
- Develop skills to search a database to locate information

### **S1 Citizenship:**

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic, so that the learner can:

- a. Identify, describe, and display examples of citizens' rights and responsibilities.
- b. Identify key ideals of the United States form of government.
- c. Explain actions citizens can take to influence public policy.

### **SS2 Culture:**

Social studies programs should include experiences that provide for the study of culture and cultural diversity, so that the learner can:

- a. Explain why people choose to live in certain communities.
- b. Compare cultures in terms of contributions, attitudes, and ideas.

### **SS3 Time, Continuity, and Change:**

Social studies programs should include experience that provide for the study of the ways human beings view themselves in and over time, so that the learner can:

- a. Name various resources for constructing the past (e.g., documents, letters, diaries, maps, and textbooks).
- b. Trace contributions of ethnic groups to the community's historical development.
- c. Identify historically significant places and individuals.
- d. Place dates and events in chronological sequence.

**SS4 Space and Place:**

Social studies programs should include experiences that provide for the study of space and place, so that the learner can:

- a. Use a variety of geographic tools, (maps, globes, charts, graphs, technology, map keys, and symbols) to gather and interpret data and draw conclusions about physical patterns.
- b. Describe how the physical environment of a community affects the people who live there.
- c. Define geographic themes of location, places, human - environment interaction, movement, and region.
- d. Explain how historical events have been influenced by geographic factors.
- e. Use correct terminology to describe land forms and bodies of water.

**SS5 Individual Development and Identity:**

Social studies programs should include experiences that provide for the study of individual development and identity, so that the learner can:

- a. Describe influences and contributions of family members on one's identity.
- b. Explain how culture influences the development of behavior, attitudes, values, and opinions.

**SS6 Individuals, Groups, and Institutions:**

Social studies programs should provide for the study of the interaction among individuals, groups, and institutions, so that the learner can:

- a. Describe how the individual contributes to the group.
- b. Identify and describe examples of why tension exist between individuals and groups.
- c. Apply knowledge of how groups and institutions meet individual needs and promote the common good.

**SS7 Production, Distribution and Consumption:**

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services, so that the learner can:

- a. Give examples of how goods are made, bought, sold, distributed, and used in an economic system.
- b. Differentiate between goods and services and categorize some examples.
- c. Explain the concept of supply and demand and the division of labor.
- d. Explain the need for the development of a budget.

**SS8 Power, Authority, and Governance:**

Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance, so that the learner can:

- a. Explain why government is necessary in the classroom, school, community, state, and nation.
- b. Identify and describe the basic features of local and state political systems to include officials and their roles.

**SS9 Science, Technology, and Society:**

Social studies programs should include experiences that provide for the study of the relationships among science, technology, and society, so that the learner can:

- a. List examples in which science and technology have led to changes in the physical environment.
- b. Describe ways to control technology in order to protect the physical environment.
- c. Explain how technology affects society.

**SS10 Global Connections:**

Social studies programs should include experiences that provide for the study of global connections and interdependence, so that the learner can:

- a. Explain the needs of one community and show how other communities meet those needs.
- b. Identify the unique resources of communities around the world.
- c. Identify basic needs common to all individuals.
- d. Describe ways the community is connected to the world.