

SOCIAL STUDIES STANDARDS

Grade – Third

Standard

Benchmark

Indicators

History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

By the end of the 3 – 5 program,
Students will . . .

- A. Construct time lines to demonstrate an understanding of units of time and chronological order.
- B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.
- C. Explain how new developments led to the growth of the United States.

- 1. Define and measure time by years, decades and centuries.
- 2. Place local historical events in sequential order on a time line.
- 3. Describe changes in the community over time including changes in
 - a. business
 - b. architecture
 - c. physical features
 - d. employment
 - e. education
 - f. transportation
 - g. technology
 - h. religion
 - i. recreation

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People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings

By the end of the 3 – 5 program,
Students will . . .

- A. Compare practices and products of North American cultural groups.
- B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.

1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including
 - a. artistic expression
 - b. religion
 - c. language
 - d. food
2. Compare the cultural practices and products of the local community with those of other communities in Ohio; the United States and countries of the world.
3. Describe settlement patterns of various cultural groups within the local community.

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Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

By the end of the 3 – 5 program,
Students will . . .

- A. Use map elements or coordinates to locate physical and human features of North America.
- B. Identify the physical and human characteristics of places and regions in North America.
- C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.
- D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.

- 1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.
- 2. Use a compass rose and cardinal directions to describe the relative location of places.
- 3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.
- 4. Use a number/letter grid system to locate physical and human features on a map.
- 5. Identify the location of the equator, Artic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.
- 6. Identify and describe the landforms and climate, vegetation, population and characteristics of the local community.
- 7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.
- 8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place

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Economics

Students use economic reasoning skills and knowledge of major economic concepts, issues and systems in order to make informed choices as producers, consumers, savers, investors, workers and citizens in an interdependent world.

By the end of the 3 – 5 program, Students will . . .

- A. Explain the opportunity costs involved in the allocation of scarce productive resources.
- B. Explain why entrepreneurship and division of labor are important in the production of goods and services.
- C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.

1. Define opportunity cost and give an example of the opportunity cost of a personal decision.
2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.
3. Categorize economic activities as examples of production or consumption.
4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.
5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.
6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.
7. Identify examples of economic competition in the local community.

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By the end of the 3 – 5 program,
Students will . . .

Government

Students use knowledge of the purposes, structures and processes of political systems at the local, state, national and international levels in order to understand that people create systems of government as structures of power and authority to provide order, maintain stability and promote the general welfare.

A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.
B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.

1. Explain the major functions of local government including
 - a. promoting order and security
 - b. making laws
 - c. settling disputes
 - d. providing public services
 - e. protecting the rights of individuals
2. Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).
3. Identify the location of local government buildings and explain the functions of government that are carried out there.
4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).
5. Define power and authority.
6. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).

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Citizenship Rights and Responsibilities

Students use knowledge of the rights and responsibilities of citizenship in order to examine and evaluate civic ideals and to participate in community life and the American democratic system.

By the end of the 3 – 5 program, Students will . . .

- A. Explain how citizens take part in civic life in order to promote the common good.
- B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.

- 1. Describe how people help to make the community a better place in which to live including
 - a. working to preserve the environment
 - b. helping the homeless
 - c. restoring houses in low-income areas
 - d. supporting education
 - e. planning community events
 - f. starting a business
- 2. Demonstrate effective citizenship traits including
 - a. civility
 - b. respect for the rights and dignity of each person
 - c. volunteerism
 - d. compassion
 - e. compromise
 - f. persistence in achieving goals
 - g. civic-mindedness
- 3. Describe the responsibilities of citizenship with emphasis on
 - a. voting
 - b. obeying laws
 - c. respecting the rights of others
 - d. being informed about current issues
 - e. paying taxes

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Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources in order to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

By the end of the 3 – 5 program,
Students will . . .

- A. Obtain information from a variety of primary and secondary sources using the component parts of the source.
- B. Use a variety of sources to organize information and inferences.
- C. Communicate social studies information using graphs or tables.
- D. Use problem-solving skills to make decisions individually and in groups.

- 1. Obtain information about local issues from a variety of sources including
 - a. maps
 - b. photos
 - c. oral histories
 - d. newspapers
 - e. letters
 - f. artifacts
 - g. documents
- 2. Locate information using various parts of a source including
 - a. the table of contents
 - b. title page
 - c. illustrations
 - d. keyword searches
- 3. Identify possible cause and effect relationships.
- 4. Read and interpret pictographs, bar graphs and charts.
- 5. Communicate information using pictographs and bar graphs.

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By the end of the 3 – 5 program,
Students will . . .

- 6. Use a problem-solving/decision-making process which includes
 - a. identifying a problem
 - b. gathering information
 - c. listing and considering options
 - d. considering advantages and disadvantages of options
 - e. choosing and implementing a solution