

Grade 3 Social Studies Standards

History Through People and Places

Third graders will examine and evaluate history through the influences that people and places have had over time, develop and utilize map skills, and be introduced to social justice and conflict resolution. Third graders will apply their newly gained knowledge through the evaluation and creation of performance based tasks.

DOMAIN:			
Code: CI	Strand: Catholic Identity	Rating	Completed
3.CI.1	Identify character traits (i.e., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of community/democracy.	Priority	
3.CI.2	Describe the importance of students contributing to a community (i.e., service projects, cooperating, volunteering).	Priority	
3.CI.3	Describe the rights and responsibilities of citizenship: a. good sportsmanship b. participation and cooperation c. rules and consequences d. voting	Priority	
Code: H	Strand: History	Rating	Completed
3.H.1	Identify reasons for forming a community.	Priority	
3.H.2	Recognize how natural resources impact the founding of communities.	Priority	
3.H.3	Identify changes that take place within communities over time.	Supporting	
3.H.4	Recognize conflicts and resolutions within communities.	Supporting	
3.H.5	Identify communities of long ago and compare them to modern communities.	Supporting	
3.H.6	Discuss technological advances in transportation and communication that facilitated exploration of the New World and today.	Priority	
3.H.7	Recognize that European countries explored the New World for economic and political reasons.	Priority	
3.H.8	Introduce European explorers (i.e., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernando de Soto, Columbus, Magellan, Vasco da Gama, Balboa) and their discoveries in the New World.	Priority	
3.H.11	Discuss reasons why people left their home country to start a new life in the United States (i.e., famine, political discord, religious persecution, economic opportunity).	Priority	
3.H.12	Describe the experiences (i.e., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19th and early 20th centuries.	Priority	
Code: G	Strand: Geography	Rating	Completed

3.G.1	3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time. • Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River • Key concepts include but are not limited to locating human features including major cities, counties, Hoover Dam, Roosevelt Dam, and state capital • Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including landforms, the 5C's, climate zones, elevations, plants, animals, Arizona's 22 Indian Nations, diverse ethnic, racial, and religious cultures	Priority	
3.G.2	3.G2.1 Explain how people modify and adapt to the Arizona environment. • Key concepts include but are not limited to modification and adaptation of the environment by Paleo-Indians, Prehistoric-Indians, explorers, settlers, farmers, immigrants, migrants, and the 22 Arizona Indian Nations, and the use of Arizona's natural resources	Priority	
3.G.3	Introduce the five themes of geography (location, place, region, movement, human environment, and interaction).	Priority	
3.G.4	Describe changes over time in transportation (i.e., animal, boat, train, motorized vehicle, aircraft).	Priority	
3.G.5	Describe changes over time in communication networks (i.e., telegraph, telephone, postal, internet).	Priority	
3.G.6	Describe changes over time in communication networks (i.e., telegraph, telephone, postal, internet). Describe how Arizona has changed over time. • Key concepts include but are not limited to Paleo-Indians, explorers, settlers, farmers, immigrants, migrants, the 22 Arizona Indian Nations, plants, land use, and animals		
DOMAIN:			
Code: GOV	Strand: Government	Rating	Completed
3.GOV.1	Identify and explain the roles and responsibilities of the three branches of state and national government: - Executive - Legislative - Judicial	Priority	
3.GOV.2	Recognize the value of government within a community.	Priority	
3.GOV.3	Identify the basic concept of how laws are made (i.e., law proposed, discussed, amended, voted on).	Priority	
Code: E	Strand: Economics	Rating	Completed
3.E.1	Define the terms bartering/trading and supply/demand and identify their value to the growth of a community.	Priority	

3.E.2	Identify the production of goods in various communities.	Priority	
3.E.3	Identify how scarcity requires people to make choices due to their unlimited wants and needs.	Priority	
3.E.4	Identify opportunity costs in personal decision-making situations.	Priority	
3.E.5	Discuss reasons (i.e., labor, raw materials, energy resources) why some goods are made locally, and some are made in other parts of the United States and world.	Priority	
3.E.6	Discuss different ways individuals can earn money.	Priority	
3.E.7	Discuss costs and benefits of personal spending and saving choices.	Priority	
Code: GC	Strand: K-4 General Concepts in Social Studies	Rating	Completed
K-4.GC.1	Place historical events and important life events in chronological order on a timeline.		
K-4.GC.2	Use primary sources to research and study people and events of the past.		
K-4.GC.3	Use information from the media to discuss current events.		
K-4.GC.4	Recognize the significance of American individuals, events, and symbols as they occur throughout the school year (i.e., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez, President's Day, Veteran's Day, 9/11).		
K-4.GC.5	Identify and discuss the possible consequences of violating rules and laws.		
K-4.GC.6	Describe the importance of citizens being actively involved in the democratic process, especially as these concepts relate to DWP and SLEs (i.e., voting, campaigning, electoral college, civil and community service, volunteering, jury duty).		
K-4.GC.7	Study and develop maps in relation to specific events, landmarks, and class content.		
K-4.GC.8	Use different types of maps to solve problems (i.e., road maps – distance, resource maps products, historical maps boundaries, thematic map climates).		
K-4.GC.9	Interpret political and physical maps using the following map elements: a. title b. compass rose (cardinal and intermediate directions) c. symbols d. legend e. scale f. road map index g. grid (latitude and longitude) (Progressing each year in age-appropriate fashion)		

- K: Identify and recognize the American Flag and the Statue of Liberty.
 - Recite the Pledge of Allegiance.
 - Identify the President of the United States.
- 1: Identify and recognize the Bald Eagle, The White House, and The Washington Monument.
 - Identify and recognize the state flag of Arizona.
 - Know the President of the United States and his role.
- 2: Identify and recognize the Liberty Bell and the US Capitol.
 - Understand the meaning of the American Flag (what the stars and stripes mean).
 - Understand the meaning of the Pledge of Allegiance.
 - Learn the National Anthem and "America the Beautiful."
- 3: Explain the significance of Ellis Island, the Statue of Liberty, the Lincoln Memorial, and the US Capitol.
 - Recognize 22 Native American tribes in Arizona.
- 4: Understand proper etiquette for care and handling of the American Flag.
 - Recognize the Seal of the United States.
 - Know all the states and capitals.
 - Know the governor of the state.
 - Recognize National Landmarks throughout the country.
 - Understand the meaning of the Arizona state flag.
 - Recognize the current President.