

Third Grade Social Studies Standards

3.1.1.1.1 Citizenship and Government - Civic Skills

Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need.

For example: Ways to make a difference - pick up trash in a park, vote, help make class decisions, write a letter, make phone calls, create an advertisement or web page, attend a meeting

3.1.2.3.1 Citizen and Government - Civic Values and Principles of Democracy

Explain the importance of civic discourse (including speaking, listening, voting, and respecting diverse viewpoints) and the principles of majority rule and minority rights.

For example: Majority rule and minority rights can be demonstrated through a class vote on a class snack with two students have peanut allergies.

3.1.4.6.1 Citizenship and Government - Governmental Institutions and Political Practices

Describe the importance of the services provided by government; explain that they are funded through taxes and fees.

For example: Services - schools, parks, garbage, and recycling (pick-up), street lighting, police protection, roads (plowing, maintenance), interstate waterway navigation, postal service.

3.1.4.6.2 Citizenship and Government - Governmental Institutions and Political Practices

Identify the three branches of government (executive, legislative, and judicial) and their primary functions

For example: Primary functions - legislative branch makes laws, executive branch carries out laws, an judicial branch decides if laws are broken.

3.2.1.1.1 Economics - Economic Reasoning Skills

Identify possible short- and long-term consequences (costs and benefits) of different choices.

For example: Choices might relate to personal spending or government spending.

3.2.2.2.1 **Economics - Personal Finance**

Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.

For example: Income - a student being paid a \$4 allowance for doing chores, a student's parent being paid money for working at his or her job.

Expenditures - a student spending \$3 for a sandwich, a student's parent spending \$20 for gasoline.

3.2.4.5.1 **Economics - Microeconomic Concepts**

Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.

For example: Contemporary examples - Producing bread requires wheat (natural resource), an oven (capital resource), a baker (human resource); producing a haircut requires water (natural resource), scissors or clippers (capital resource), a barber (human resource). Historical examples - Building a pyramid requires bricks made from mud and straw (natural resources), carts (capital resources), and workers (human resources); making a dugout canoe requires trees (natural resource), an axe (capital resource), and skilled workers (human resource).

3.2.4.5.2 **Economics - Microeconomic Concepts**

Explain that consumers have two roles - as sellers of resources and buyers of goods and services; explain that producers have two roles - as sellers of goods and services and buyers of resources.

For example: Consumers - parents work (sell their human resource services) so they can buy food, gasoline, electricity. Producers - a business sells refrigerators and pays for the resources (raw materials, workers, and machines) required to produce the refrigerators.

3.3.1.1.1 **Geography - Geospatial Skills**

Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one's community, the state of Minnesota, the United States or the world)

For example: Relative location words - close to, above, bordering. Description using relative location words - "Our school is across from the post office."

Description using cardinal directions - "Mexico is south of the United States."

Description using intermediate directions - "Hawaii is southwest of the continental United States."

3.3.1.1.2 **Geography - Geospatial Skills**

Create and interpret simple maps of places around the world, local to global; incorporate the “TODALS” map basics as well as points, lines and colored areas to display spatial information.

For example: Global places - country, continent, ocean. “TODALS” map basics - title, orientation, date, author, legend (key), and scale. Local places - city, village. Spatial information - cities, roads, boundaries, bodies of water, regions.

3.3.3.6.1 **Geography - Human Systems**

Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world

For example: Mountainous and arid places tend to have less population than coastal places.

3.3.3.8.1 **Geography - Human Systems**

Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.

For example: Physical features - mountains, rivers, bodies of water.
Human-made features - fences, hedges, political boundaries.

3.4.1.1.1 **History - Historical Thinking Skills**

Reference different time periods using correct terminology, including the terms decade, century, and millennium.

3.4.1.1.2 **History - Historical Thinking Skills**

Create timelines of important events in three different time scales - decades, centuries, and millennia.

3.4.1.2.1 **History - Historical Thinking Skills**

For example: Historical records - photos, oral histories, diaries or journals, textbooks, library books. Artifacts - art, pottery, baskets, jewelry, tools. Basic historical questions - What happened? When did it happen? Who was involved? How and why did it happen? How do we know what happened? What effect did it have?

3.4.1.2.2 History - Historical Thinking Skills

Compare and contrast two different accounts of an event.

For example: Event - a playground conflict, current event, historic event.

3.4.1.2.3 History - Historical Thinking Skills

Compare and contrast various ways that different cultures have expressed concepts of time and space.

For example: Calendar systems - Sundial, Chinese, Hindu, Mayan, or Aztec, Hebrew, and Islamic calendars, Dakota or Anishinabe seasonal cycles. Visual representations of location and spatial information - Chinese “Jingban Tiawen Quantu” map, Ptolemaic maps, Islamic maps by Muhammad al-Idrisi, Polynesian stick and reed maps.

3.4.2.3.1 History - Peoples, Cultures, and Change Over Time

Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.

For example: Inventions - Roman aqueducts, Chinese compass, cuneiform

3.4.2.5.1 History - Peoples, Cultures, and Change Over Time

Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

For example: Individuals - Alexander the Great, Cleopatra, Chinggis Khan, Kemal Ataturk, Mohandas Gandhi, Nelson Mandela, Vang Pao, Muhammad Yunus, Aung San Suu Kyi. Groups might include ethnic or cultural groups, religious groups, political groups.

3.4.3.7.1 History - World History

Explain how the environment influenced the settlement of ancient peoples in three different regions of the world. (Early Civilizations and the Emergences of Pastoral Peoples: 8000 BCE - 2000 BCE)

For example: Civilizations from the Mediterranean region - Nile River Valley, Civilizations from Asia - Sumer (Iraq), Indus Valley, Yellow River Valley. Civilizations from the Americas - Norte Chico / Supe Valley (Peru).

3.4.3.8.1 **History - World History**

Identify methods of communication used by peoples living in ancient times in three different regions of the world (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE - 600 CE)

For example: Methods of communication - signal fires on the Great Wall of China, Peruvian Quipu, hieroglyphics. Other regions of the world might include Syria (city of Urkesh), northeastern Africa (Kingdom of Kush), Turkey (Assyrian Empire).

3.4.3.9.1 **History - World History**

Compare and contrast daily life for people living in ancient times in at least three different regions of the world. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE - 1450 CE)

For example: Civilizations from the Mediterranean region - Byzantine and Muslim World Medieval Europe. Civilizations from Asia - Mauryan Empire from India; Han or Qin from China. Civilizations from the Americas - Inca, Aztec. Civilizations from Africa - Aksum, Great Zimbabwe.