Third Grade Social Studies Indicators
Class Summary

Third Grade			
	Assessment	**Type of Intervention**	
History Standard			
Construct time lines to demonstrate an understanding of units of time and chronological order.			
1. Define and measure time by years, decades and centuries.			
2. Place local historical events in sequential order on a time line.			
Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.			
Explain how new developments led to the growth of the United States.			
3. Describe changes in the community over time including changes in:			
a. Businesses; b. Architecture; c. Physical features;			
d. Employment; e. Education; f. Transportation;			
g. Technology; h. Religion; i. Recreation			
People in Societies Standard			
Compare practices and products of North American cultural groups.			
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			

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People in Societies Standard		
Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.		
3. Describe settlement patterns of various cultural groups within the local community.		
Geography Standard		
Use map elements or coordinates to locate physical and human features of North America.		
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, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.		
Identify the physical and human characteristics of places and regions in North America.		
6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.		

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Geography Standard	**Assessment**	**Type of Intervention**	
Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.			
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.			
Analyze ways that transportation and communication relate to patterns of settlement and economic activity			
8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.			
Economics Standard			
Explain the opportunity costs involved in the allocation of scarce productive resources.			
1. Define opportunity cost and give an example of the opportunity cost of a personal decision.			
Explain why entrepreneurship, capital goods, technology, specialization and division of labor are important in the production of goods and services			
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.			

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	Assessment		**Type of Intervention**
Economics Standard			
Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.			
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.			
Government Standard			
Identify the responsibilities of the branches of the U.S. government and explain why they are necessary			
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, 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.			

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Government Standard																											
Identify the responsibilities of the branches of the U.S. government and explain why they are necessary.																											
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).																											
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.																											
Citizenship Rights and Responsibility Standard																											
Explain how citizens take part in civic life in order to promote the common good.																											
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																											

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Citizenship Rights and Responsibility Standard																										
Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.																										
2. 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.																										
Social Studies Skills and Methods Standard																										
Obtain information from a variety of primary and secondary sources using the component parts of the source.																										
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.																										
Use a variety of sources to organize information and draw inferences.																										
3. Identify possible cause and effect relationships																										
4. Read and interpret pictographs, bar graphs and charts																										

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	Assessment		**Type of Intervention**																						
Citizenship Rights and Responsibility																									
Standard																									
Communicate social studies information using graphs or tables.																									
5. Communicate information using pictographs and bar graphs.																									
Use problem-solving skills to make decisions individually and in groups.																									
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. Developing criteria for judging its effectiveness																									