

SOCIAL STUDIES CURRICULUM

THIRD GRADE

Introduction

The primary focus for the third grade is the development of the students' understanding of the interrelationships of their community and other communities. Students in third grade will learn how significant people and events shaped their community and region. The discovery, exploration, and colonization of America will be emphasized. Third graders will apply the concepts of latitude and longitude as they locate places on maps and globes. They will identify the distinctive physical and cultural features of their community and other regions of the world. Students will demonstrate an understanding of democratic principles as they explain what it means to be citizens of their community, state, and nation. Third graders will be able to identify the functions and services provided by local governments. In addition, students will explain how people make choices about using goods, services, and productive resources; and how they trade to satisfy their economic wants.

History

- 1. The student will describe the development of communities.**
 - a. Analyze reasons for forming a community (e.g. need for security, law, material well-being).
 - b. Recognize how natural resources impact the founding of communities.
 - c. Compare and contrast different types of communication and transportation used by communities.
 - d. Describe areas within communities (e.g. hospitals, fire stations, grocery stores, parks).

- 2. The student will predict how human activity will influence environments and communities.**
 - a. Describe various environments and regions (e.g. desert, plains, tropical, tundra, steppe, mountain, frozen forest).
 - b. Identify the influence of environments on people (e.g. work, dress, homes, recreation).
 - c. Describe how people affect and change their environment (e.g. farming, construction, railroads, dams, automobiles).

- 3. The student will describe the community from long ago and in the recent past.**
 - a. Describe early people of the local area (e.g. American Indians, first settlers).
 - b. Describe the interaction of new settlers with the American Indians already established in the community.
 - c. Create a time line for the local community.

Geography

- 1. The student will locate and describe physical features of major regions.**
 - a. Identify the geographical features in the local region (e.g. rivers, lakes, hills).
 - b. Identify physical regions within the United States. Describe the major physical features of each region (e.g. mountains, plateaus, islands, oceans).
 - c. Name and locate basic types of climate across the globe (e.g. arctic, temperate, and tropical). Describe how climates affect the way people live, including their food, shelter, transportation, and recreation.

- 2. The student will use maps and globes to locate and compare places and their environments.**
 - a. Label a map of North America identifying countries, oceans, major rivers, the Great Lakes, and mountain ranges. Locate the United States, Oklahoma, and the local community.
 - b. Use the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres.
 - c. Identify the continents and oceans.

- 3. The student will demonstrate basic map skills.**
 - a. Know the basic elements of maps and globes (e.g. legend, cardinal directions, landforms, resources, products, distance scales).
 - b. Develop skills in locating places across the globe using parallels of latitude and meridians of longitude.
 - c. Distinguish among map symbols (e.g. legend references to land, water, roads, cities).
 - d. Recognize the difference between physical and political maps.

Civics

- 1. The student will understand why civic responsibility is important.**
 - a. Explain why we have rules and laws. Recognize that constitutional mandates protect rights and make sure responsibilities are carried out.
 - b. Explain the need for consequences when rules are violated.
 - c. Discuss the importance of public service. Give examples of groups and individuals who make a difference in their communities.
 - d. Explain the histories of important local and national landmarks, symbols, and essential documents that create a sense of fundamental democratic principles and ideals (e.g. American flag, national anthem, Pledge of Allegiance).

- 2. The student will examine the purposes of government.**
 - a. Identify specific services that governments provide (e.g. protection of individual rights, law enforcement).
 - b. Recognize the structure of governments as described in the Constitution.

- c. Recognize the three branches of government, with an emphasis on local government.
- d. Discuss the Bill of Rights. Describe the major individual freedoms it guarantees (e.g. religion, speech, press).

3. The student will explain how the needs of communities are met.

- a. Identify the mayor, governor, and president.
- b. Describe the ways communities meet their needs (e.g. education, law enforcement).

Economics

1. The student will recognize the basics of economics and the impact upon communities (e.g. resources, services).

- a. Describe the ways in which producers in the local community have used, and are using, natural resources (e.g. water, soil, wood, coal), human resources (people at work), and capital resources (e.g. machines, tools, money) to produce goods and services in the past and the present.
- b. Give examples of goods and services provided by the local government. Recognize that taxes help pay for community services.
- c. Understand that some goods are made locally, others are made elsewhere in the United States, and others are made abroad.
- d. Explain ways that goods are transported to a community.

2. The student will explain how people make choices about using goods, services, productive resources.

- a. Define interdependence and job specialization. Give examples of how people depend upon each other for goods and services.
- b. Explain that limits on resources require people to make choices about producing and consuming goods and services.
- c. Explain supply and demand.
- d. Describe the impact of changing modes of transportation and communication on the distribution of services (e.g. television, car, plane, boat).

3. The student will explain how people engage in trade to satisfy their economic wants.

- a. Give examples of trade. Describe how trade benefits both parties.
- b. Explain how money makes trade easier.
- c. Recognize that buyers and sellers interact to determine the prices of goods and services in markets.
- d. Recognize that countries trade goods with one another.