

SOCIAL STUDIES

GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- HISTORY 1.0** **People, Cultures, and Civilizations** – Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.
- HISTORY 2.0** **Nation Building and Development** – Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.
- HISTORY 3.0** **Social Responsibility & Change** – Students understand how social ideas and individual action lead to social, political, economic, and technological change.
- GEOGRAPHY 5.0** **The World in Spatial Terms** – Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.
- GEOGRAPHY 6.0** **Places & Regions** – Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.
- GEOGRAPHY 7.0** **Human Systems** – Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.
- GEOGRAPHY 8.0** **Environment and Society** – Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.
- ECONOMICS 9.0** **The Market Economy** – Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.
- ECONOMICS 10.0** **The U.S. Economy As A Whole** – Students will identify indicators used to measure economic performance, understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.
- ECONOMICS 11.0** **The Dynamic Economy** – Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.
- ECONOMICS 12.0** **The International Economy** – Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.
- CIVICS 13.0** **Citizenship and the Law** – Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.

SOCIAL STUDIES GRADE THREE (continued)

- CIVICS 14.0** **The Federal System: U.S., State, and Local Governments** – Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.
- CIVICS 15.0** **The Political Process** – Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.
- CIVICS 16.0** **Global Relations** – Students explain the different political systems in the world and how those systems relate to the United States and its citizens.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

HISTORY

People, Cultures, and Civilizations

It is expected that students will:

- H1.3.1 Learn about individuals in the **community** and discuss their contributions.
- H1.3.2 Using **artifacts** and **primary sources**, and investigate how individuals and families contributed to the founding and development of the local **community**.
- H1.3.3 Learn about individuals around the world and discuss their contributions.
- H1.3.3A Learn about current or past individuals around the world and discuss their contributions.

Nation Building & Development

It is expected that students will:

- H2.3.1 Discuss how conflicts can be resolved through compromise.
- H2.3.1A Discuss how conflicts in school, neighborhood, and city can be resolved through compromise.
- H2.3.2 Explain how memorials help us to honor and remember people.

Social Responsibility & Change

It is expected that students will:

- H3.3.1 Explain how the actions of heroes and heroines make a difference.
- H3.3.1A Explain how the actions of heroes and heroines make a difference, i.e., community members, military veterans and fictional characters.
- H3.3.2 Determine what it means to be an American **citizen** and describe the achievements of famous and ordinary **citizens**.
- H3.3.3 Define **ethnicity** and explain that people who make contributions to their communities include those who have diverse **ethnic** origins, customs, and traditions.
- H3.3.4 Demonstrate respect for each other, the **community**, and the world.
- H3.3.5 Explain how **technology** at home and in school impacts their lives.
- H3.3.6 Discuss the effects of news events on people in the **community**.

SOCIAL STUDIES GRADE THREE (continued)

GEOGRAPHY

The World in Spatial Terms

It is expected that students will:

- G5.3.1 Identify and use **cardinal directions** on a **compass rose** to locate **places** on a map.
- G5.3.2 Differentiate between a city and a state using appropriate examples.
- G5.3.3 Compare uses of maps and globes.
- G5.3.4 Identify and explain simple **spatial patterns** on a map, i.e., population centers, farmland, mountains.
- G5.3.5 Construct a simple map including a title, symbols, and directions from a bird's eye view.
- G5.3.6 Recognize different types of special maps, i.e., neighborhood, school, and classroom.
- G5.3.7 List careers requiring the use of geographic tools.

Places & Regions

It is expected that students will:

- G6.3.1 Distinguish between **physical** (natural) and **human** (man-made) **features**.
- G6.3.2 Identify characteristics of neighborhoods and communities, i.e., physical geographical differences, **land use**, population density.
- G6.3.3 Identify ways people express **culture**.
- G6.3.4 List ways people view their own **communities**, i.e., a ranching **community**, a tourist destination.
- G6.3.5 List ways people use **technology** for geographic purposes, i.e., weather forecasting, use of aerial photographs to measure population changes over time.
- G6.3.6 Locate and name the states surrounding Nevada.
- G6.3.7 Identify latitude and longitude on a map or globe.

Human Systems

It is expected that students will:

- G7.3.1 Compare population distribution across **regions** using maps and mathematical representations, i.e., tables and graphs.
- G7.3.2 Identify transportation and communication networks.
- G7.3.3 List reasons why people choose to live in **urban** or **rural communities**.
- G7.3.4 Use a map to display information about an economic product.
- G7.3.5 Describe purposes for various organizations.

Environment & Society

It is expected that students will:

- G8.3.1 Predict possible geographic changes that could take **place** in the neighborhood or **community**.
- G8.3.2 List tools, machines, or technologies that people have used to change the **physical environment**.
- G8.3.3 Compare ways people modify the **physical environment**.
- G8.3.4 Identify people, groups, and organizations that respond to **natural hazards**.

SOCIAL STUDIES GRADE THREE (continued)

G8.3.5 Describe ways humans depend on and manage **natural resources** within their communities.

ECONOMICS

The Market Economy

It is expected that students will:

- E9.3.1 Identify **needs** as high priority wants, and **wants** as **goods, services, or leisure activities**.
- E9.3.2 Give examples of prices **consumers** have paid when buying **goods** and **services**.
- E9.3.3 Give examples of prices set by businesses for selling **goods** and **services**.
- E9.3.4 Demonstrate an understanding of **income** and give examples.

The U.S. Economy as a Whole

It is expected that students will:

- E10.3.1 Identify forms of **money** used by people across time and place.
- E10.3.2 Define banking terms, including saving, **interest**, and **borrowing**.
- E10.3.3 Identify reasons people use banks.

The Dynamic Economy

It is expected that students will:

- E11.3.1 Identify and explain what business owners do.
- E11.3.2 Identify classroom **resources** that are limited and must be shared.

The International Economy

It is expected that students will:

- E12.3.1 Differentiate between **barter** and **monetary trade**.

CIVICS

Citizenship and the Law

It is expected that students will:

- C13.3.1 Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure.
- C13.3.2 Discuss that **democracy** involves voting, majority rule, and setting rules.
- C13.3.3 Explain individual responsibilities in the classroom and the school.
- C13.3.4 Recognize the Pledge of Allegiance and discuss its purpose.
- C13.3.5 Explain why we have patriotic activities, holidays, and symbols.

The Federal System

It is expected that students will:

- C14.3.1 Name the current President of the United States.
- C14.3.2 Name the current mayor of the town.

SOCIAL STUDIES GRADE THREE (continued)

The Political Process

It is expected that students will:

C15.3.1 List the qualities of a leader.

C15.3.2 Discuss why people form groups.

C15.3.3 Introduce sources of information people use to form an opinion.

Global Relations

It is expected that students will:

C16.3.1 Identify their city, state, and country.