

## Grade 3 - Social Studies Standards

### Standard I: Culture

- A. Compare some of the cultural practices and products of various groups of people who have lived in the local community including:
  - artistic expression,
  - religion,
  - language, and
  - food. I-A,E
- B. Describe the settlement patterns of various cultural groups within the local community. I-A
- C. Compare the cultural practices and products of the local community with another community in Ohio, the United States and a country of the world. I-C,E
- D. *Give examples of people responding differently to their physical and social environments. For example, compare urban and rural life.* I-G
- E. *Identify a contribution of a cultural group in the area of art, music, or education.* (PPO I-A)
- F. *Discuss ways in which the Catholic Church helps the local community.* I-I

### Standard II: History

- A. Define and measure time by years, decades and centuries. II-A
- B. Place local historical events in sequential order on a time line. II-C
- C. Investigate changes in the community over time by using various resources in the areas of:
  - businesses
  - architecture
  - physical features
  - religion
  - schooling
  - transportation
  - technology
  - jobs
  - recreation (PPO II-H), II-K
- D. *Identify symbols and people of historical importance.* II-E,G

- E. *Locate sources of information to learn about local issues.* II-I

### Standard III: Geography

- A. Use cardinal and intermediate directions to describe the relative location of places. III-B,C,D
- B. Locate the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes. III-A,B,C,E,F
- C. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community. III-E,G,H
- D. Read and interpret maps by using the map title, map key, direction indicator to answer questions about the local community. III-C
- E. Identify ways that physical features effect, and have been modified by the local community. III-G,H,K,L, VII-B
- F. Use a number/letter grid system to locate physical and human features on a map. (PPO III-E)
- G. *Discuss causes, effects and solutions to global issues that impact regions.* VII-D
- H. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place. III-H, II-L
- I. *Discuss how an environmental change in a community can impact the community's economics.* III-K
- J. *Discuss how a community uses its resources.* III-L
- K. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community. III-C

### Standard V, VIII: Government and Civics

- A. Explain the functions of local government, including:
  - promoting order and security
  - making laws
  - settling disputes
  - providing public services
  - protecting the rights of individuals. V-H
- B. Explain the structure of local government and identify local leaders. V-D
- C. Identify the location of local government buildings and explain the functions of government carried out there. V-B
- D. Identify goods and services provided by local government, why people need them and source of funding (taxation). V-B
- E. Define power and authority. V-C
- F. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing). V-C
- G. Describe how people help to make the community a better place in which to live. VIII-A,B,C,H,J
- H. Explain the importance of effective citizenship traits, including:
  - free speech
  - tolerance
  - volunteerism
  - compromise
  - compassion
  - persistence
  - civic mindedness VII-F, VIII-A
- I. Identify citizens' responsibilities:
  - voting
  - obeying laws
  - respecting others' rights
  - being informed about current issues
  - paying taxes VIII-A,D
- J. *Discuss local, state, and national issues.* VIII-F, VII-D
- K. *Look at information and determine if the information is fact or opinion.* VIII-E, \*III-F-3

## Standard VI: Economics

- A. Define “opportunity cost” and explain the opportunity costs involved in the allocation of scarce productive resources choice is made. VI-A
- B. Identify people who purchase goods and services as consumers and people who make profits as producers. VI-A
- C. Categorize economic activities as examples of production or consumption . VI-A
- D. Explain how an assembly line use specialization and division of labor to produce items more quickly. VI-A
- E. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.. VI-H
- F. Explain how the local community is an example of a market where buyers and sellers exchange goods and services. VI-A, VI-D
- G. Identify examples of competition in the local community. V I-A
- H. *Select a product and suggest land and labor resources needed for production.* (PPO VI-A)
- I. Explain the advantages and disadvantages of specialization and the division of labor to produce them. VI-F

## Standard IX: Social Studies Skills and Methods

- A. Obtain information about issues from a variety of sources, including:
  - maps
  - photos
  - oral histories
  - newspapers
  - letters
  - artifacts
  - documents \*V-B,C, II-I
- B. Read pictographs, bar graph, line graphs and charts. \*III-3-I
- C. Communicate information orally, visually and in writing. \*V-D, \*VI-B-1,C,K
- D. Correctly sequence information. \*III-E-5
- E. Identify possible cause and effect relationships. \*III-F-5

- F. Identify information using pictographs and bar graphs. \*III-E-1
- G. Use a problem-solving/decision-making process which includes:
  - identifying a problem
  - gathering information
  - listing and considering options
  - considering advantages and disadvantages of options
  - choosing and implementing a solution. \*V-A
- H. Locate information using various parts of a resource:
  - table of contents
  - title page
  - illustrations
  - keyword searches \*III-E-8

All items with an asterisk (\*) are objectives from the Communications Arts Course of Study.

**Bolded statements are state benchmarks.**

*Italicized items are in the Diocesan Course of Study, not in state standards.*

Regular print items are state grade level indicators.