

## Third Grade Social Studies Content Standards and Objectives

Standard 1:	Citizenship	
SS.S.03.01	Students will <ul style="list-style-type: none"> <li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> </ul> recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).	
Objectives	Students will	PLT Activity and Page
SS.O.03.01.01	identify and practice principles of honesty, fairness and justice in experiences at home, school and in the community.	
SS.O.03.01.02	describe and model the personal and civic responsibilities of good citizenship in the classroom, school and community.	
SS.O.03.01.03	explain the significance of patriotic symbols, holidays, celebrations and famous people.	
SS.O.03.01.04	recognize the importance of respect and protection of minorities.	
SS.O.03.01.05	give examples of how people working together can accomplish goals that individuals working alone cannot.	#13 We All Need Trees p. 65
SS.O.03.01.06	examine the impact that groups can make in a community.	
SS.O.03.01.07	identify examples of concepts of the common good (what is best for the most people).	#15 A Few of My Favorite Things p. 75
SS.O.03.01.08	choose a volunteer program and work independently and cooperatively to accomplish its goals.	#4 Sounds Around p. 26
Standard 2:	Civics/Government	

SS.S.03.02	<p>Students will</p> <ul style="list-style-type: none"> <li>examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> </ul> <p>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</p>	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
SS.O.03.02.01	evaluate the importance of government in the classroom, school, community and state.	
SS.O.03.02.02	explain that citizens are united by commonly held principles and beliefs.	
SS.O.03.02.03	identify the three levels (local, state, federal) of government and the responsibilities of each level.	
SS.O.03.02.04	define major rule and give examples of that concept in a democracy.	
SS.O.03.02.05	apply criteria in evaluating rules and laws (e.g., strengths and weaknesses, design and purpose, enforcement, bias).	
<b>Standard 3:</b>	<b>Economics</b>	
SS.S.03.03	<p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> </ul> <p>examine and evaluate the interdependence of global economies (Global Economies).</p>	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
SS.O.03.03.01	characterize the concept of scarcity by citing examples of limited supplies and scarce resources.	#5 Poet-Tree p. 31
SS.O.03.03.02	explain why budgeting is an important life skill.	
SS.O.03.03.03	illustrate the basic concept of supply and demand.	

SS.O.03.03.04	compare and contrast various occupations and their economic impact.	
SS.O.03.03.05	summarize how banks serve as intermediaries between savers and borrowers.	
SS.O.03.03.06	analyze the relationship between government taxation and the provision of public services (e.g., policemen, firemen, teacher, libraries, public schools).	
SS.O.03.03.07	illustrate the path of a product from the raw material to the final product (e.g., cotton to sweater, coal to electricity).	#13 We All Need Trees p. 65
SS.O.03.03.08	correlate competition for products with increases in advertising.	
SS.O.03.03.09	construct and interpret graphs, charts, maps and other data sources to illustrate the use of resources, the demand for products and the supply of goods and services.	#13 We All Need Trees p. 65
<b>Standard 4:</b>	<b>Geography</b>	
SS.S.03.04	<p>Students will</p> <ul style="list-style-type: none"> <li>interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>analyze the interaction of society with the environment (Environment and Society).</li> </ul> <p>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</p>	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
SS.O.03.04.01	construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).	#4 Sounds Around p. 26
SS.O.03.04.02	locate north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.	
SS.O.03.04.03	recognize world geographic features (e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, oases).	
SS.O.03.04.04	name and locate states and capitals of the United States.	
SS.O.03.04.05	compare and contrast climate, weather and location with regard to people's clothing, food, shelter and jobs.	

SS.O.03.04.06	relate how people affect and are affected by the various elements of the environment (e.g., water, soil, weather, climate, topography)	#4 Sounds Around p. 26 #13 We All Need Trees p. 65
SS.O.03.04.07	describe how people in the community make their living from the environment and give examples of activities that individuals can do to keep the environment clean.	#15 A Few Of My Favorite Things p. 75
SS.O.03.04.08	construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g., population, products, climate).	
<b>Standard 5:</b>	<b>History</b>	
SS.S.03.05	<p>Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). and</li> </ul> <p>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</p>	
<b>Objectives</b>	<b>Students will</b>	<b>PLT Activity and Page</b>
SS.O.03.05.01	discuss the historical significance of major events, people and their contributions to the United States (e.g., Pilgrims, George Washington, American Revolution, Abe Lincoln, Civil War, Columbus, Native Americans, Rosa Parks, Martin Luther King, Jr.).	
SS.O.03.05.02	research the settlement of a community/region and construct a timeline representing the settlement of a community/region using primary sources (e.g. publications, maps, journals, letters, etc.)	
SS.O.03.05.03	compare and contrast present cultures to the cultures of people of other historical time periods (e.g., source of food, clothing, shelter, products used).	
SS.O.03.05.04	make historical inferences by analyzing artifacts and pictures.	
SS.O.03.05.05	discuss and draw conclusions about current events.	
SS.O.03.05.06	research the lives of famous Americans, customs and traditions using various forms of literature (e.g., presidents, inventors, explorers, civil rights leaders, artists, writers).	

SS.O.03.05.07	explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others.	
SS.O.03.05.08	compare and contrast different stories or accounts about past events, people, places or situations and identify how they contribute to our understanding of the past.	
SS.O.03.05.09	discuss and sequentially organize a series of pictures that reflect historic change (e.g., transportation, technology, agriculture, events in history).	
SS.O.03.05.10	organize information from various reference sources to prepare short reports and presentations.	