

Social Studies - Grade 3

Idaho Department of Education Content Standards	Objective	Sub Objectives	Task Analysis	Essential Vocabulary	Activities	Resources
Cognitive level codes: • B: Memorize • C: Perform procedures • D: Demonstrate understanding • E: Conjecture, generalize, prove • F: Solve non-routine problems, make connections	Bloom's Equivalent • B = Knowledge • C = Comprehension • D = Comprehension • E = Application and Analysis • F = Synthesis					
Standard 1: History						
Goal 1.1: Build an understanding of the cultural and social development of the United States.	3.SS.1.1.1 Explain that people in the United States share a common heritage through patriotic holidays and symbols. (420.01a)		<ul style="list-style-type: none"> List and explain patriotic holidays. List and explain patriotic symbols. Compare and contrast each holiday. Determine how patriotic symbols and holidays give people a common heritage. 	heritage • patriotic holiday • symbols • common	<ul style="list-style-type: none"> Discuss each holiday as it comes up on the calendar. Display symbols associated with the holiday in the room. 	Childcraft "Ed Helper" Internet subscription service Internet search http://www.texasre.org
	3.SS.1.1.2 Investigate the history of your community.		<ul style="list-style-type: none"> List important historical events in your community. Order historical events on a community time line. 	community • history • time line	<ul style="list-style-type: none"> Check with the local Historical Society. Check with your local library 	
	3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions. (420.01c)		<ul style="list-style-type: none"> Identify cultural groups within community. Describe characteristics of cultural groups (food, clothing, traditions) Compare cultures. 	culture • community • traditions		
	3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.	• Identify influences cultural groups have on daily life in your community.	<ul style="list-style-type: none"> Discuss how everyone is unique and has their own way of living. 	family • tribes • communities • influence		
Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	3.SS.1.2.1 Share the origins of classmates' ancestors. (417.01a)		<ul style="list-style-type: none"> Label on a map where classmates' ancestors are from. Create a model (graph, diagram, map, family tree, etc.) of students' ancestors 	origins • ancestors • family tree	<ul style="list-style-type: none"> Show on a world map where your ancestors are from. Make a family tree. 	
	3.SS.1.2.2 Describe how migration and immigration are continuous processes. (417.01b)		<ul style="list-style-type: none"> Describe the difference between migration and immigration. Discuss the reasons for the continuous migration process. Compare and contrast human migration to animal migration. 	migration • immigration • continuous process	<ul style="list-style-type: none"> Map the migration of an animal. Map the migration/immigration of ancestors to a place of settlement. 	
	3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people. (417.01c)		<ul style="list-style-type: none"> Identify each student's reason for immigration or migration to the community. Classify each student's reason as voluntary or involuntary. 	voluntary immigration • involuntary movement • immigration/movement of people		
Goal 1.3: Identify the role of American Indians in the development of the United States.	No objectives at this grade level.					
Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.	No objectives at this grade level.					
Goal 1.5: Trace the role of exploration and expansion in the development of the United States.	No objectives at this grade level.					
Goal 1.6: Explain the rise of human civilization.	No objectives at this grade level.					

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Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	No objectives at this grade level.					
Goal 1.8: Build an understanding of the cultural and social development of human civilization.	No objectives at this grade level.					
Goal 1.9: Identify the role of religion in the development of human civilization.	No objectives at this grade level.					
Standard 2: Geography						
Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	3.SS.2.1.1 Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood. (426.01a)		<ul style="list-style-type: none"> • Define a globe and a map. • Define continent, country, state, county, city/town, and neighborhood. • Locate on various maps continent, country, state, county, city/town, and neighborhood. • Design a model that links the student to the rest of the world. 	globe • continent • country • state • county • city/town • neighborhood	<ul style="list-style-type: none"> • Use a bulls eye diagram to show how a community is related to the world. • View GoogleEarth from a world view to the community view. 	Google Earth
	3.SS.2.1.2 Find the United States, Idaho, the state capital Boise, and own community on a map. (426.01b)		<ul style="list-style-type: none"> • Identify your country, state, capital, and community. • Locate and label the USA, Idaho, and Boise and own community on a map. 	label • country • state • capital • community • map		
	3.SS.2.1.3 Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols. (426.01c)		<ul style="list-style-type: none"> • Tell how colors are used on map. • Describe the symbols used in a map key. • Identify symbols on various maps. • Locate a specific waterway, landform, city, state, and national boundary on a map. 	landforms • boundaries • map symbols • cities • states • waterways		
	3.SS.2.1.4 Use a map title, map key, scale, cardinal directions, and symbols to interpret a map. (426.01d)		<ul style="list-style-type: none"> • Name the cardinal directions. • Identify and label the components of a map. • Draw a map and have a partner assess whether a map has all needed components. 	map title • map key • scale • cardinal directions • map symbols • compass rose		
	3.SS.2.1.5 Use a number/letter grid to find specific locations on a map. (426.01e)		<ul style="list-style-type: none"> • Identify vertical and horizontal lines with their corresponding letter or number. • Find an area on a simple map grid using numbers and letters. • Using an Idaho road map, find specific locations using numbers/letters. 	grid • location • coordinates	<ul style="list-style-type: none"> • Play battleship. 	
Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	No objectives at this grade level.					
Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.	3.SS.2.3.1 Analyze past and present settlement patterns of the community. (426.02a)	<ul style="list-style-type: none"> • Describe past and present settlement patterns of your local community. 	<ul style="list-style-type: none"> • Identify reasons why people settle in certain areas. • Dramatize past and present settlement patterns of the community. • Diagram/chart past and present settlement patterns of the community. 	settlement • community		

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	3.SS.2.3.2 Identify geographic features influencing settlement patterns of the community. (426.02b)		<ul style="list-style-type: none"> • Name geographic features. • Predict on a geographic map where people would most likely settle. • Using a population map, determine why people settle where they do. 	geographic features • influence • settlement patterns • community		
	3.SS.2.3.3 Compare and contrast city/suburb/town and urban/rural. (426.02c)		<ul style="list-style-type: none"> • Define city, suburb, town. • Define urban and rural. • Create a diagram/graph to compare and contrast city/suburb/town, (i.e. structures, population, businesses, occupations, etc.) • Create a diagram/graph to compare and contrast urban/rural. 	population • city • suburb • town • urban • rural • population density		
Goal 2.4: Analyze the human and physical characteristics of different places and regions.	No objectives at this grade level.					
Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.	No objectives at this grade level.					

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Standard 3: Economics						
Goal 3.1: Explain basic economic concepts.	3.SS.3.1.1 Explain the concepts of supply and demand and the role of the consumer and producer. (424.01b)		<ul style="list-style-type: none"> Describe supply and demand. Describe consumer and producer. Identify in your community who consumers and producers are. Demonstrate the idea of supply and demand. Dramatize supply and demand and consumers and producers. 	supply • demand • consumer • producer	• Ox-Cart Man and RR video	
	3.SS.3.1.2 Explain the difference between public and private property. (424.01c)		<ul style="list-style-type: none"> Define public property. Define private property. Identify public and private properties in your community. Chart the similarities and difference of public and private property. 	public • private • property • trespassing • access		
	3.SS.3.1.3 Describe the purposes and benefits of savings. (424.01d)		<ul style="list-style-type: none"> Define savings. List the ways people can save money. Explain the reasons people save money. Examine the benefits of saving money. 	benefit • savings		
Goal 3.2: Identify different influences on economic systems.	3.SS.3.2.1 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community. (425.01b)	• Explain how land and natural resources affect the economy of your local community.	<ul style="list-style-type: none"> List natural resources in your community. Describe how land and natural resources promote economic activity. 	natural resources • labor • trade • technology • economics		
		• Explain how labor, trade, and technology affect the economy of your local community.	<ul style="list-style-type: none"> Define labor and trade. Identify different types of technology used in your community. Describe how labor and trade promote economic activity. 			
Goal 3.3: Analyze the different types of economic institutions.	No objectives at this grade level.					
Goal 3.4: Explain the concepts of good personal finance.	No objectives at this grade level.					
Standard 4: Civics and Government						
Goal 4.1: Build an understanding of the foundational principles of the American political system.	3.SS.4.1.1 Explain why communities have laws. (423.01c)		<ul style="list-style-type: none"> Define what a law is. List laws of your community. Explain reasons for having laws in your community. Predict what would happen if there were no laws. 	laws • communities		
	3.SS.4.1.2 Explain that there are benefits for following the laws and consequences for breaking the laws of the community. (423.01a)		<ul style="list-style-type: none"> Define benefits. List benefits for keeping the law. Define consequences. List consequences for breaking the law. Decide which choice is better: keeping the law or breaking the law. 	consequences • benefits • communities • laws		
	3.SS.4.1.3 Identify the people or groups that make, apply, and enforce laws in the community.	• Identify the people or groups that make and enforce laws in the community.	<ul style="list-style-type: none"> Define apply and enforce. Determine who makes the laws in the community. Determine who enforces the laws in the community. 	apply • enforce • laws		

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Goal 4.2: Build an understanding of the organization and formation of the American system of government.	3.SS.4.2.1 Identify and explain the basic functions of local governments. (422.01a)		<ul style="list-style-type: none"> Define government officials. List local government officials. Name the tasks of the local government officials. Classify each government official and their tasks. 	local • government • function • officials		
	3.SS.4.2.2 Tell how local government officials are chosen, e.g., election, appointment.		<ul style="list-style-type: none"> Define government officials. List local government officials. Compare election versus appointment. Match the official to how they are chosen. 	government officials • election • vote • appointment		
	3.SS.4.2.3 Describe services commonly and primarily provided by governments for the community. (422.01a)		<ul style="list-style-type: none"> Define services. Name services commonly provided by the local government. Chart the services and what their functions are. 	provide • services • commonly • primarily • government • community		
Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	3.SS.4.3.1 Identify ways children and adults can participate in their community and/or local governments. (423.01d)		<ul style="list-style-type: none"> List ways people can contribute to their community. Generate ideas how children and adults can participate in their community. 	participate • community • local • governments		
Goal 4.4: Build an understanding of the evolution of democracy.	No objectives at this grade level.					
Goal 4.5: Build an understanding of comparative government.	No objectives at this grade level.					
Standard 5: Global Perspectives						
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	3.SS.5.1.1 Explore connections that the local community has with other communities throughout the world.		<ul style="list-style-type: none"> Describe ways of connecting to other parts of the world. Trace a local product to its final destination outside your community. Chart how products get from other countries to our country and vice versa. 	connections • local • community		
	3.SS.5.1.2 Examine the contributions from various cultures from other parts of the world to the development of the community and how they make that community unique. (420.01c)		<ul style="list-style-type: none"> State contributions from other parts of the world that have influenced your community. Categorize products and from where they originate (e.g. food, clothing, electronics, toys, etc.) 	contributions • various • cultures • development • community • unique		