

## Social Studies Standard Articulated by Grade Level Third Grade

Third Grade History Strands introduce the reasons for and effects of the exploration of North America to provide a foundation for further study in fourth and fifth grades. The idea of freedom is explored through the study of our nation from the Civil War through late 19<sup>th</sup> and early 20<sup>th</sup> century immigration. The development of cultures and civilizations and their contributions are expanded through the introduction of ancient Greece and Rome.

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>Concept 1: Research Skills for History</b>  <b>PO 1.</b> Use timelines to identify the time sequence of historical data.  <b>PO 2.</b> <i>Recognize how archaeological research adds to our understanding of the past.</i>  <b>PO 3.</b> Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.  <b>PO 4.</b> Retell stories to describe past events, people</p>	<p><b>Concept 1: Research Skills for History</b>  <b>PO 1.</b> Use timelines to identify the time sequence of historical data.  <b>PO 2.</b> <i>Recognize how archaeological research adds to our understanding of the past.</i>  <b>PO 3.</b> Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.  <b>PO 4.</b> Retell stories to describe past events,</p>	<p><b>Concept 1: Foundations of Government</b>  <b>PO 1.</b> Describe national symbols and monuments that represent American democracy and values:            a. Statue of Liberty            b. Ellis Island            c. Lincoln Memorial            d. the U. S. Capitol  <b>PO 2.</b> Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.  <b>PO 3.</b> Describe how people in the community and state work together to</p>	<p><b>Concept 1: The World in Spatial Terms</b>  <b>PO 1.</b> Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes.  <b>PO 2.</b> <i>Interpret political and physical maps using the following elements:</i>            a. <i>alpha-numeric grids</i>            b. <i>title</i>            c. <i>compass rose -cardinal and intermediate directions</i>            d. <i>symbols</i>            e. <i>legend</i>            f. <i>scale</i>  <b>PO 3.</b> <i>Construct a map of a familiar place (e.g., school, home, neighborhood, fictional</i></p>	<p><b>Concept 1: Foundations of Economics</b>  <b>PO 1.</b> Identify how scarcity requires people to make choices due to their unlimited wants and needs.  <b>PO 2.</b> Identify opportunity costs in personal decision-making situations.  <b>PO 3.</b> Identify goods and services (e.g., fire and police protection, immunizations, library) provided by local government.  <b>PO 4.</b> Give examples of trade in the local community (e.g., farmers supply the grocer).</p>

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<p><i>and places.</i></p> <hr/> <p><b>Concept 2: Early Civilizations</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 3: Exploration and Colonization</b> <b>PO 1.</b> Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World. <b>PO 2.</b> Recognize that European countries explored the New World for economic and political reasons. <b>PO 3.</b> Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World. <b>PO 4.</b> Recognize how</p>	<p><i>people and places.</i></p> <hr/> <p><b>Concept 2: Early Civilizations</b> <b>PO 1.</b> Recognize how government (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations. Connect with: Reading Strand 2 Concept 2 <b>PO 2.</b> Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations. <b>PO 3.</b> Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed</p>	<p>achieve common goals. <b>PO 4.</b> Describe the significance of national holidays: a. <i>Presidents' Day</i> b. <i>Martin Luther King, Jr. Day</i> c. <i>Veterans' Day</i> d. <i>Memorial Day</i> e. <i>Constitution Day</i> f. <i>Labor Day</i></p> <hr/> <p><b>Concept 2: Structure of Government</b> <b>PO 1.</b> Discuss the three branches of state and national government: a. Executive b. Legislative c. Judicial <b>PO 2.</b> Recognize that there are different levels of government (e.g., local, tribal, county, state, national).</p> <hr/> <p><b>Concept 3:</b></p>	<p><i>place) that includes a title, compass rose, symbols, and legend.</i> <b>PO 4.</b> Construct maps using symbols to represent human and physical features. <b>PO 5.</b> Construct charts and graphs to display geographic information. <b>PO 6.</b> Recognize characteristics of human and physical features: a. <i>physical</i> (i.e., <i>ocean continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula</i>) b. <i>human</i> (i.e., <i>equator, Northern and Southern Hemispheres, North and South Poles, city</i>) <b>PO 7.</b> Locate physical and human features using maps, illustrations, images, or globes: a. <i>physical</i> (i.e., seven continents, four oceans,</p>	<p><b>PO 5.</b> Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world. Connect with: Strand 1 Concept 6 Strand 4 Concept 4 <b>PO 6.</b> Discuss how producers use natural, human, and capital resources to create goods and services.</p> <hr/> <p><b>Concept 2: Microeconomics</b> <b>PO 1.</b> Discuss different ways individuals can earn money.</p> <hr/> <p><b>Concept 3: Macroeconomics</b> No performance objectives at this grade.</p>

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<p>European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).</p> <hr/> <p><b>Concept 4: Revolution and New Nation</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Westward Expansion</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 6: Civil War and Reconstruction</b> <b>PO 1.</b> Recognize that there were issues (e.g., slavery, states' rights, South seceded from the Union) associated with the Civil War. <b>PO 2.</b> Discuss contributions of people (e.g., Abraham Lincoln, Jefferson Davis,</p>	<p>to the development of their own and later civilizations. <b>PO 4.</b> Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.</p> <hr/> <p><b>Concept 3: World in Transition</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Renaissance and Reformation</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Encounters and Exchange</b> <b>(Note: Explorers such as</b></p>	<p><b>Functions of Government</b> <b>PO 1.</b> Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).</p> <hr/> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b> <b>PO 1.</b> Describe the rights and responsibilities of citizenship: a. good sportsmanship b. participation and cooperation c. rules and consequences d. voting <b>PO 2.</b> Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering). <b>PO 3.</b> Identify traits of character (e.g., honesty,</p>	<p><i>river, lake, mountain range, coast, sea, desert, gulf, bay, strait, peninsula</i> b. <i>human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads)</i></p> <hr/> <p><b>Concept 2: Places and Regions</b> <b>PO 1.</b> Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes. <b>PO 2.</b> Describe how physical and human characteristics of places change from past to present.</p> <hr/> <p><b>Concept 3: Physical Systems</b> <b>(Science Strands are summarized below as they apply to Social Studies content in Grades K-8.</b></p>	<p><b>Concept 4: Global Economics</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Personal Finance</b> <b>PO 1.</b> Discuss costs and benefits of personal spending and saving choices.</p>

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<p>Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass) during the Civil War era.</p> <hr/> <p><b>Concept 7: Emergence of the Modern United States</b>  <b>PO 1.</b> Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.  <b>PO 2.</b> Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.</p> <hr/> <p><b>Concept 8: Great Depression and World</b></p>	<p><b>Magellan and Marco Polo traveling to new places in the world was introduced in Kindergarten and Second Grade.)</b>  <b>PO 1.</b> Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada.  <b>PO 2.</b> Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa).            Connect with:            Strand 1 Concept 3</p> <hr/> <p><b>Concept 6: Age of Revolution</b>            No performance objectives at this grade.</p> <hr/> <p><b>Concept 7: Age of Imperialism</b>            No performance objectives at this grade.</p>	<p><i>courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.</i></p> <hr/> <p><b>Concept 5: Government Systems of the World</b>            No performance objectives at this grade.</p>	<p><b>These concepts are reinforced in Social Studies classes, but assessed through Science.)</b>  <b>Connect with:</b>  <b>Science Strand 3 Concept 1</b>            Describe major factors that impact human populations and the environment.  <b>Science Strand 4 Concept 3</b>            Explain the relationships among plants and animals in different environments.  <b>Science Strand 4 Concept 4</b>            Describe ways species adapt to environments and what happens if they cannot adapt.  <b>Science Strand 6 Concept 1</b>            Identify the basic properties of earth materials (rocks, fossils, layers of the earth).</p> <hr/> <p><b>Concept 4: Human Systems</b>  <b>PO 1.</b> Describe changes over time in transportation (e.g., animal, boat, train,</p>	

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<p><b>War II</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 9: Postwar United States</b> (Note: Civil Rights leaders were introduced in Grade 1.) <b>PO 1.</b> Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., César Chavez) worked for and supported the rights and freedoms of others.</p> <hr/> <p><b>Concept 10: Contemporary United States</b> <b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines,</p>	<hr/> <p><b>Concept 8: World at War</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 9: Contemporary World</b> <b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>		<p>motorized vehicle, aircraft). <b>PO 2.</b> Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet). <b>PO 3.</b> Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent). <b>PO 4.</b> Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in areas studied. Connect with: Reading Strand 2 Concept 2 <b>PO 5.</b> Discuss that Ancient Civilizations have changed from past to present. <b>PO 6.</b> <i>Discuss the major economic activities and land use (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.</i></p>	

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<p>television, Internet, books, maps).</p> <p><b>PO 2.</b> Discuss the connections between current events and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p>			<p><b>Concept 5: Environment and Society</b></p> <p><b>PO 1.</b> <i>Identify ways (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging) in which humans depend upon, adapt to, and impact the earth.</i></p> <p><b>PO 2.</b> Describe ways of protecting natural resources.</p> <p><b>PO 3.</b> Identify resources that are renewable, recyclable, and non-renewable.</p> <hr/> <p><b>Concept 6: Geographic Applications</b></p> <p><b>PO 1.</b> <i>Discuss geographic concepts related to current events.</i></p> <p><b>PO 2.</b> Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find</p>	

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			solutions for local, state or national problems (e.g., shortage or abundance of natural resources).	

### Concept Descriptors

#### **Strand 1: American History**

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

##### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

##### **Concept 2: Early Civilizations Pre 1500**

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

##### **Concept 3: Exploration and Colonization 1500s – 1700s**

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

##### **Concept 4: Revolution and New Nation 1700s – 1820**

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

##### **Concept 5: Westward Expansion 1800 – 1860**

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

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### **Concept 6: Civil War and Reconstruction 1850 – 1877**

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

### **Concept 7: Emergence of the Modern United States 1875 – 1929**

Economic, social, and cultural changes transformed the U.S. into a world power.

### **Concept 8: Great Depression and World War II 1929 – 1945**

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

### **Concept 9: Postwar United States 1945 – 1970s**

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

### **Concept 10: Contemporary United States 1970s – Present**

Current events and issues continue to shape our nation and our involvement in the global community.

## **Strand 2: World History**

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

### **Concept 2: Early Civilizations**

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

### **Concept 3: World in Transition**

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

### **Concept 4: Renaissance and Reformation**

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

### **Concept 5: Encounters and Exchange**

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Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

### **Concept 6: Age of Revolution**

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

### **Concept 7: Age of Imperialism**

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

### **Concept 8: World at War**

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

### **Concept 9: Contemporary World**

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

## **Strand 3: Civics/Government**

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

### **Concept 1: Foundations of Government**

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

### **Concept 2: Structure of Government**

The United States structure of government is characterized by the separation and balance of powers.

### **Concept 3: Functions of Government**

Laws and policies are developed to govern, protect, and promote the well-being of the people.

### **Concept 4: Rights, Responsibilities, and Roles of Citizenship**

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

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### **Concept 5: Government Systems of the World**

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

### **Strand 4: Geography**

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

#### **Concept 1: The World in Spatial Terms**

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

#### **Concept 2: Places and Regions**

Places and regions have distinct physical and cultural characteristics.

#### **Concept 3: Physical Systems**

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

#### **Concept 4: Human Systems**

Human cultures, their nature, and distribution affect societies and the Earth.

#### **Concept 5: Environment and Society**

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

#### **Concept 6: Geographic Applications**

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

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### **Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

#### **Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

#### **Concept 2: Microeconomics**

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

#### **Concept 3: Macroeconomics**

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

#### **Concept 4: Global Economics**

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

#### **Concept 5: Personal Finance**

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

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