

## **GRADE 3 SOCIAL STUDIES EXITING SKILLS**

**The Archdiocese of Cincinnati stipulates the following exiting skills in social studies for Grade 3 students:**

### **Domain: History**

Focus Skill Area: Historical Thinking and Skills

- ✓ Define and properly use the following terms: chronological and sequential orders, years, decades, centuries.
- ✓ Show local history on timeline organized by years, decades, and centuries.
- ✓ Determine beginning and ending dates for timelines.
- ✓ Round dates to decades, centuries, etc.
- ✓ Define and identify “primary source”.
- ✓ Analyze: artifacts, maps, photos to indicated change over time.
- ✓ Nine characteristics of local community.
- ✓ Evaluate changes in local community

Focus Skill Area: Heritage

- ✓ Study and present primary sources:
- ✓ Define and identify nine characteristics of local community.
- ✓ Research information about local community.
- ✓ Analyze information to identify how local community changed over years.
- ✓ Organize and present information about a change of characteristics in local community.

### **Domain: Geography**

Focus Skill Area: Spatial Thinking and Skills

- ✓ Define and properly use the following terms: physical map, political map, map title, map key, human features, physical features, landforms, cardinal directions, alphanumeric grid, relative location, local community
- ✓ Describe the difference between physical map and political map.
- ✓ Describe the difference between human features and physical features
- ✓ Find and use cardinal map directions to locate places in the community.
- ✓ Locate landmarks on a map in the community.
- ✓ Use an alphanumeric grid to find locations in the community.
- ✓ Use map titles and keys to help locate places in the community.

### Focus Skill Area: Places and Regions

- ✓ Define and properly use the following terms: agriculture, industry, natural resources, communities, and artifacts, make inference.
- ✓ Use artifacts and photographs to make inferences.
- ✓ Evaluate the influence of agriculture on daily life both near and far.
- ✓ Create and apply a rubric to evaluate amount of change.
- ✓ Evaluate the influence of industry on daily life both near and far.
- ✓ Evaluate the influence of natural resources on daily life.

### Focus Skill Area: Human Systems

- ✓ Define and properly use the following terms: human modification, environment, local community, dams, fertilizer, herbicides, pesticides, change.
- ✓ Identify human changes to the environment in the community.
- ✓ Describes human modifications to the environment in the community.
- ✓ Define systems of transportation.
- ✓ Define systems of communications.
- ✓ Give examples of moving people, places, and products.
- ✓ Describes how transportation moves people, products, and ideas.
- ✓ Describes how communication moves people, products, and ideas.
- ✓ Define and properly use the following terms: community(ies), diverse, cultural groups, cultural practices, cultural products, artistic expressions, religion, language, food, cultural diversity.
- ✓ Define cultural groups.
- ✓ Identify four cultural practices/products for cultural groups in the community. Include artistic expression, religion, language, and food.
- ✓ Identify common attributes for different cultural groups.
- ✓ Compare two different cultural groups in the community.

### **Domain: Government**

#### Focus Skill Area: Civic Participation and Skills

- ✓ Define and properly use the following terms: local communities, social responsibility, political responsibility, democracy, respect rights, informed citizens, and pay taxes, vote, and obey laws and common good.
- ✓ Define social responsibility.
- ✓ Define political responsibility.
- ✓ Explain why it is my responsibility to respect the rights of others.
- ✓ Explain why it is my responsibility to be informed about local issues.

- ✓ Explain why it is my responsibility to vote.
- ✓ Explain why it is my responsibility to obey laws.
- ✓ Explain how my responsibilities help the common good in my community.
- ✓ Define and properly use the following terms: community, solving problems, common good, environment, homeless, citizenship traits, civility, volunteerism, compromise, compassion, persistence, civic-mindedness, problem solving, solution.
- ✓ Explain how practicing citizenship traits support the common good on the community.
- ✓ List problem solving steps.
- ✓ Follow the problem-solving steps modeled by the teacher.
- ✓ Apply the problem-solving steps in role play in a stated problem.
- ✓ Explain how using the problem-solving steps promotes the common good.
- ✓ Uses rubrics to evaluate the results of the problem-solving steps.

#### Focus Skill Area: Rules and Laws

- ✓ Define and properly use the following terms: laws, rules, authority, promote order, security, public service, rights of individuals, safety, orderliness, groups, consequences, obey the laws.
- ✓ Explain the reason why a community has laws.
- ✓ Give examples of laws that apply to groups.
- ✓ Describe a consequence for failure to obey a law.
- ✓ Explain how laws affect the way people behave. Can explain how laws help the community.
- ✓ Apply a rubric to evaluate the benefits of local laws.
- ✓ Define and properly use the following terms: government, authority, make laws, enforce laws, local government, order and security, public services, protect rights, safe/secure, consequences, fines, incarceration.
- ✓ Explain why a government can make a law.
- ✓ Explain why a government can enforce a law.
- ✓ Explain how a law helps people be safe and secure.
- ✓ Describe a consequence for not following a law.
- ✓ Explain why we have a local government to make and enforce laws.

#### Focus Skill Area: Roles and Systems of Government

- ✓ Define the four types of local government: Municipal, county, township, and special.
- ✓ Identify who has authority in their local government.
- ✓ Explain how the local authority obtained the job.
- ✓ Explain what the local authorities do in their jobs.
- ✓ Explain how local government is organized.

## Domain: Economics

### Focus Skill Area: Economic Decision Making and Skills

- ✓ Define and properly use the following terms: line graph, data over time, variable, X-axis, Y-axis, evenly spaced intervals, plotted data.
- ✓ Identify the X-axis and the Y-axis.
- ✓ Place a variable in the proper place on a line graph.
- ✓ Interpret information and make a line graph.
- ✓ Explain the changes a line graph shows about a community.
- ✓ Identify common attributes to determine the amount of change.
- ✓ Define and properly use the following terms: positive incentives, (consequences, negative incentives, choices, behaviors, economic. Financial.
- ✓ Give examples of positive financial incentives.
- ✓ Give examples of negative financial incentives.
- ✓ Give examples incentives that influence choices people make.
- ✓ Give examples incentives that affect people's behavior.

### Focus Skill Area: Scarcity

- ✓ Define and properly use the following terms: scarcity, resources, making a decision, opportunity cost, economic choice, services.
- ✓ Give an example of a scarce resource for a good service.
- ✓ Describe an example of "Opportunity Cost" (giving up something to have something else.)

### Focus Skill Area: Production and Consumption

- ✓ Define and properly use the following terms: consumer, goods, services, producer, production, wants.
- ✓ Explain the major difference between goods and services.
- ✓ Explain the major difference between consumer and producer.
- ✓ Identify consumers in your community.
- ✓ Identify producers in your community.

### Focus Skill Area: Markets

- ✓ Define and properly use the following terms: market, buyer, seller, exchange, good, service, local community.
- ✓ Identify the difference between a buyer and a seller.
- ✓ Identify the difference between a good and a service.
- ✓ Describe a marketplace in your community.

### Focus Skill Area: Financial Literacy

- ✓ Define and properly use the following terms: personal decision, costs, benefits, consequences, economic decisions.
- ✓ Explain the difference between a cost and a benefit.
- ✓ Identify the cost and benefit of your economic decision.
- ✓ Apply a rubric to measure the cost and benefits of an economic decision.
- ✓ Define and properly use the following terms: budget, personal economic decisions, financially responsible, income, cash flow.
- ✓ Explain the difference between budget and income.
- ✓ Plan a budget using a fixed income. (Designate the income)
- ✓ Explain the importance of planning a budget and its relationship to “cash flow”.
- ✓ Apply a rubric to measure the success or failure of a budget plan.

### Domain: History

- ✓ Students use dates from historical events in the local communities to demonstrate and understand the units of time (years, decades, centuries). Students also understand chronological order of events by placing these events in sequential order.

### Focus Skill Area: Historical Thinking and Skills

- ✓ Historical thinking begins with a clear sense of time – past, present and future – and becomes more precise as students’ progress. Historical thinking includes skills such as locating, researching, analyzing and interpreting primary and secondary sources so that students can begin to understand the relationships among events and draw conclusions.

### Focus Skill Area: Heritage

- ✓ Ideas and events from the past have shaped the world as it is today. The actions of individuals and groups have made a difference in the lives of others.

## **GRADE 3 SOCIAL STUDIES**

The Archdiocese of Cincinnati has established the following Social Studies standards based on the most current teachings which are aligned to Ohio New Learning Social Studies Standards. In addition, these Standards are infused with Catholic Identity and Catholic values. This curriculum gives parents, students, and teachers the knowledge, understanding, and skill set students need to acquire and satisfy the Archdiocesan Social Studies Standards for Grade 3.

**THEME COMMUNITIES: PAST AND PRESENT, NEAR AND FAR** - The local community serves as the focal point for third grade as students begin to understand how their communities have changed over time and to make comparisons with communities in other places. The study of local history comes alive with artifacts and documents. They also learn how communities are governed and how the local economy is organized.

### **History – H**

#### ***Historical Thinking and Skills***

##### **ANCHOR STANDARD**

SS H 3.1 Events in local history can be shown on timelines organized by years, decades, and centuries.

##### ***STANDARD***

SS H 3.1.1 Define the following units of time:

- Years
- Decades
- Centuries
- Chronological order
- Time line
- Sequential order

SS H 3.1.2 Explain the difference between FACT and OPINION.

SS H 3.1.3 Create a timeline of your school from its establishment to present.

SS H 3.1.4 Create an accurate chronological timeline sequencing significant events in your life by years, decades, and centuries.

### **ANCHOR STANDARD**

**SS H 3.2** Primary sources, such as artifacts, maps, and photographs, can be used to show change over time.

#### *STANDARD*

SS H 3.2.1 Explain the difference between Primary and Secondary sources.

SS H 3.2.2 Give examples of Primary Sources including records of events, original documents, diaries, photographs, etc.

SS H 3.2.3 Discuss the term “Change over Time” and apply it to your life.

SS H 3.2.4 Explain how and why Primary Sources can produce valuable information over time.

### ***Heritage***

#### **ANCHOR STANDARD**

SS H 3.3 Local communities change over time.

#### *STANDARD*

SS H 3.3.1 Using Primary Sources, research, analyze, and organize present historical information about a characteristic of your community that has changed over the years.

### **GEOGRAPHY - G**

#### ***Spatial Thinking and Skills***

#### **ANCHOR STANDARD**

SS G 3.1 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid, and cardinal directions.

#### *STANDARD*

SS G 3.1.1 Describe the difference between and the purpose of “Political” and “Physical” maps.

- SS G 3.1.2 Explain how boundaries are indicated on a physical map.
- SS G 3.1.3 Indicate on a map the four Cardinal Directions.
- SS G 3.1.4 Indicate on a map the Intermediate Directions.
- SS G 3.1.5 Explain the meaning of an Alphanumeric Grid and what it indicates on a map.
- SS G 3.1.6 Use the following terms to locate places in your local community:  
-Map title  
-Key  
-Alphanumeric grid  
-Cardinal directions

### ***Places and Regions***

#### **ANCHOR STANDARD**

- SS G 3.2 Daily life is influenced by the agriculture, industry, and natural resources in different communities.**

#### *STANDARD*

- SS G 3.2.1 Describe how studying “artifacts” and “photographs” can be used to understand life in your local community.
- SS G 3.2.2 Give examples of how “artifacts” and “photographs” make inferences about the influence of agriculture, industry, and natural resources on daily life.
- SS G 3.2.3 Evaluate the influence of agriculture, industry, and natural resources on daily life.

### ***Human Systems***

#### **ANCHOR STANDARD**

- SS G 3.3 Evidence of human modification of the environment can be observed in the local community.**

*STANDARD*

- SS G 3.3.1 Cite various examples of human changes to the environment in the community.
- SS G 3.3.2 Describe examples of “human modification” to the environment in your local community.

**ANCHOR STANDARDS**

- SS G 3.4 Systems of transportation and communication move people, products, and ideas from place to place.**

*STANDARD*

- SS G 3.4.1 Identify and describe how “systems of transportation” move people and products from place to place.
- SS G 3.4.2 Identify and describe how “systems of communication” move ideas and products from place to place.

**ANCHOR STANDARD**

- SS G 3.5 Communities may include diverse cultural groups.**

*STANDARD*

- SS G 3.5.1 Explain the meaning of “cultural group”.
- SS G 3.5.2 Describe one or more unique characteristics a cultural group may share, i.e.: race, national origin, or ethnicity.
- SS G 3.5.3 Define the terms ethnic and ethnicity and explain the connections to a cultural group.

**GOVERNMENT - GV**

***Civic Participation and Skills***

**ANCHOR STANDARD**

- SS GV 3.1 Members of local communities have social and political responsibilities.**

*STANDARD*

- SS GV 3.1.1 Describe the meaning of social and political responsibilities.
- SS GV 3.1.2 Explain the purpose of social and political responsibilities.
- SS GV 3.1.3 Explain why social and political responsibilities of citizens are important for the common good.

**ANCHOR STANDARD**

- SS GV 3.2 Individuals make the community a better place by solving problems in a way that promotes the common good.**

*STANDARD*

- SS GV 3.2.1 Create a list for class discussion, of the variety of ways individuals help solve problems to make their community a better place for everyone.
- SS GV 3.2.2 Create a chart indicating effective citizenship traits for a better community.
- SS GV 3.2.3 List the five characteristics of the problem-solving process.
- SS GV 3.2.4 Explain why it is very important to recognize and understand “differences”.

***Rules and Laws***

**ANCHOR STANDARD**

- SS GV 3.3 Laws are rules which apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services, and protect the rights of individuals in the local community.**

*STANDARD*

- SS GV 3.3.1 Explain the meaning and purpose of “laws”.
- SS GV 3.3.2 Explain who establishes “laws” and the expectation of “laws”.
- SS GV 3.3.3 Describe why safety, security, and orderliness are important in your daily life.

- SS GV 3.3.4 Give examples how individuals can follow “laws”.
- SS GV 3.3.5 Give examples how groups of people can follow “laws”.
- SS GV 3.3.6 Discuss why it is necessary to have consequences for not obeying “laws”.
- SS GV 3.3.7 Explain how laws affect the behavior of individuals and groups in a community.

## **Roles and Systems of Government**

### **ANCHOR STANDARD**

**SS GV 3.4 Governments have authority to make and enforce laws.**

#### *STANDARD*

- SS GV 3.4.1 Local governments have the authority and right to enforce laws.
- SS GV 3.4.2 Discuss the people in your community who can make and enforce laws.
- SS GV 3.4.3 Explain why it is important to be able to feel safe and secure in your community.
- SS GV 3.4.4 Explain why the government has the authority to change laws as necessary.

### **ANCHOR STANDARD**

**SS GV 3.5 The structure of local governments may differ from one community to another.**

#### *STANDARD*

- SS GV 3.5.1 Research the following types of local government and indicate their roles of enforcing the laws in your community:
- Municipal
  - County
  - Township
  - Special
- SS GV 3.5.2 Explain the structure of the local government.

## **ECONOMICS – E**

### ***Economic Decision Making and Skills***

#### **ANCHOR STANDARD**

**SS E 3.1**                    **Line graphs are used to show changes in data over time.**

#### **STANDARD**

SS E 3.1.1                Explain why line graphs are used to display “changes over time”.

SS E 3.1.2                Explain the term variable when used in a line graph.

SS E 3.1.3                Describe the difference and purpose of the horizontal and vertical axis of a line graph.

SS E 3.1.4                Describe how “change over time” is reflected on a line graph.

SS E 3.1.5                Construct line graphs showing change over time using data related to a specific topic.

#### **ANCHOR STANDARD**

**SS E 3.2**                    **Both positive and negative incentives affect people’s choices and behaviors.**

#### **STANDARD**

SS E 3.2.1                Explain and give examples of how “positive economic incentives” reward people financially for making certain choices.

SS E 3.2.2                Explain and give examples of how “negative economic incentives” penalize people financially for making certain choices.

SS E 3.2.3                Create a chart indicating examples of positive and negative incentives that affect people’s choices and behaviors.

### ***Scarcity***

#### **ANCHOR STANDARD**

**SS E 3.3**                    **Individuals must make decisions because of the scarcity of resources.**

**Decision making involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.**

*STANDARD*

- SS E 3.3.1 Explain the meaning of the economic term “Scarcity”.
- SS E 3.3.2 Analyze why it is difficult to produce all the goods and services desired when there is a scarcity.
- SS E 3.3.3 Research “opportunity cost” and why every choice for something means giving up something else.
- SS E 3.3.4 Describe the “opportunity cost” of an individual economic decision.

**ANCHOR STANDARD**

- SS E 3.4 A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.**

*STANDARD*

- SS E 3.4.1 Describe why people would consider you and your family “consumers”.
- SS E 3.4.2 Explain how “GOODS” satisfy people’s wants.
- SS E 3.4.3 Explain how “SERVICES” are capable of satisfying people’s wants.
- SS E 3.4.4 Create a chart identifying who are the “consumers” and “producers” in your community.

**Markets**

**ANCHOR STANDARD**

- SS E 3.5 A market is where buyers and sellers exchange goods and services.**

*STANDARD*

- SS E 3.5.1 Describe how “markets” involve interactions of “buyers” and “sellers”.
- SS E 3.5.2 Explain how people have the purchase power at the “market”.
- SS E 3.5.3 Create a chart and discuss the “market” that exists in your local community.

## ***Financial Literacy***

### **ANCHOR STANDARD**

**SS E 3.6                    Making decisions involves weighing costs and benefits.**

#### ***STANDARD***

- SS E 3.6.1                Explain the concepts of “costs and benefits” with personal decisions.
- SS E 3.6.2                Explain how a “cost” is the alternative given up as the result of a decision.
- SS E 3.6.3                Explain that a “benefit” is the result received as an improvement or advantage.
- SS E 3.6.4                Describe how making financial decisions must be considered carefully and do have consequences.
- SS E 3.6.5                Evaluate the “costs” and “benefits” of an individual economic decision.

### **ANCHOR STANDARD**

**SS E 3.7                    A budget is a plan to help people make personal economic decisions for the present and future, and to become more financially responsible.**

#### ***STANDARD***

- SS E 3.7.1                Describe the meaning of “budget” and its function and importance.
- SS E 3.7.2                Explain the term “income” and its relationship to a “budget”.
- SS E 3.7.3                Explain the term “personal finances” and its relationship to a “budget”.
- SS E 3.7.4                Describe the term “cash flow” and why it needs to be managed.
- SS E 3.7.5                Explain how using a “budget” helps an individual make responsible “economic decisions”.
- SS E 3.7.6                Create an imaginary “budget” for yourself and include the following:  
-income  
-personal finances  
-economic decisions  
-costs and benefits  
-cash flow