

**Third Grade U.S. History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	3.US.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities.	<ul style="list-style-type: none"> • Recognize landforms, natural resources, and waterways as important factors in building communities. <p>Examples: following the buffalo (nomadic life style), building settlements near natural resources</p> <ul style="list-style-type: none"> • Recognize four major regions of Native Americans in North America <p>Plains – Forest – Desert – NW Coast</p>		Native American Video Series

Indicator 2: Evaluate the influence/impact of various cultures, philosophies, and religions on the development of the U.S.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	3.US.2.1. Students are able to describe characteristics of a community.	Language, cultures, values, rules, and laws		
(Knowledge)	3.US.2.2. Students are able to identify a community's culture and history.	Influential people and events <ul style="list-style-type: none"> • Brookings community 		

**Third Grade U.S. History
Performance Descriptors**

Advanced	<p>Third grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • explain how obstacles and successes affected the development of early settlements and Native American communities; • compare and contrast characteristics of a variety of communities; • describe the effects of a community’s culture on its history.
Proficient	<p>Third grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • identify the obstacles and successes of the early settlers and Native Americans in creating communities; • describe characteristics of a community and its culture and history.
Basic	<p>Third grade students performing at the basic level:</p> <ul style="list-style-type: none"> • identify types of communities; • identify the community’s culture.

**Third Grade World History
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Bloom’s Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	3.W.1.1. Students are able to identify events as past or present.	Timelines, historical fiction literature, biographies		South Dakota Timeline US Migration Timeline from east to west

Indicator 2: Evaluate the interactions of world cultures, civilizations, philosophies, and religions.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	3.W.2.1. Students are able to list the reasons why people immigrate.	<ul style="list-style-type: none"> • war • religious reasons • way of life • opportunities • freedom • employment 		

**Third Grade World History
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none"> • explain how events of the past continue to influence current events; • describe reasons why people immigrate.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none"> • identify events as past or present; • list the reasons why people immigrate.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none"> • identify one event as past or present; • list one reason why people immigrate.

**Third Grade Geography
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	3.G.1.1. Students are able to identify and use map components.	Title, map key, compass rose, lines and borders, roads and routes, objects and symbols <ul style="list-style-type: none"> • Construct a map using map key and symbols, title, compass rose, and boundaries. 		
(Knowledge)	3.G.1.2. Students are able to identify locations in a community by using grid systems.			SD Maps Brookings Maps SDSU Maps
(Application)	3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.	<ul style="list-style-type: none"> • Identify the five mountain ranges, bordering oceans, Gulf of Mexico, major rivers, and the Great Lakes. • Identify state and national borders. 		Blank maps of the United States

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	3.G.2.1. Students are able to identify reasons people move and how it affects their communities.	<ul style="list-style-type: none"> • rural to urban, • ghost towns, • overpopulation, • school consolidation, • employment 		

**Third Grade Geography
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none"> • identify and use map components to create a map; • locate and label major landforms of the United States.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none"> • identify and use map components; • identify locations in a community by using grid systems; • identify reasons people move and how it affects their communities; • locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none"> • identify three components on a map; • identify a reason people move and the effects on community.

**Third Grade Civics (Government)
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Comprehension)	3.C.1.1. Students are able to explain human relationships and roles in a community.	<ul style="list-style-type: none"> • Classroom Examples: cooperation, Character Counts • Community Example: volunteer • Civic life • Following laws, voting, paying taxes 		
(Comprehension)	3.C.1.2. Students are able to recognize government agencies and their roles in a community.	<ul style="list-style-type: none"> • Councils and boards • Lawmaking and law enforcement • Mayor • City Manager 		Our Town Booklets
(Comprehension)	3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.			

(Comprehension)	3.C.1.4. Students are able to explain why communities have rules and laws.	<ul style="list-style-type: none"> •Obey rules (classroom, family, community) •Conflict resolution and compromise <p>✓ Explain the process of making rules and laws, enforcing laws, voting, and becoming a citizen.</p>		
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Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Knowledge)	3.C.2.1. Students are able to identify the rights and responsibilities of citizenship in students' own communities.	<ul style="list-style-type: none"> • Volunteerism • Serving on a Jury 		

**Third Grade Civics (Government)
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none">• compare and contrast human relations and roles;• describe examples of their rights and responsibilities as a citizen;• create a functioning set of laws for their own or a fictional community.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none">• explain human relationships, roles in a community, and reasons for rules and laws;• recognize government agencies and their roles in a community;• explain the importance of the Constitution and Declaration of Independence;• identify the rights and responsibilities of citizenship.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none">• identify a right and a responsibility of citizenship;• list three government agencies;• list three laws they have broken today.

Third Grade Economics
Grade Standards, Supporting Skills, and Examples

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

Bloom's Taxonomy Level	Standard	Concepts/Skills	Assessments	Resources
(Comprehension)	3.E.1.1. Students are able to explain ways producers use resources to produce goods and services.	<ul style="list-style-type: none"> • Human resources-workers, • natural resources-trees, water, animals, soil 		Video on Goods and Services
(Knowledge)	3.E.1.2. Students are able to identify goods and services available in the students' communities.			
(Knowledge)	3.E.1.3. Students are able to identify the relationships between taxation and government service.	<ul style="list-style-type: none"> ✓ Explain how scarcity of supplies and resources requires citizens to make choices and these choices involve costs. 		

**Third Grade Economics
Performance Descriptors**

Advanced	Third grade students performing at the advanced level: <ul style="list-style-type: none">• describe the goods and services available in their communities;• describe a supply and demand situation in their communities;• describe how taxes affect government services.
Proficient	Third grade students performing at the proficient level: <ul style="list-style-type: none">• explain ways producers use natural resources, human resources, and capital resources to produce goods and services;• identify goods and services available in their communities;• identify the relationships between taxation and government services.
Basic	Third grade students performing at the basic level: <ul style="list-style-type: none">• identify a good and a service available in their communities;• identify a natural resource, a capital resource, and a human resource;• identify one government service that is paid for by taxes.

Text Book – *Harcourt Social Studies 2007*