

3rd Grade Social Studies

Power Standard: Students will explain, discuss, research, compare & contrast the significance of present and past historical events, cultures, customs, and traditions and discuss and draw conclusions about current events.		
SS.O.3.1.3	explain the significance of patriotic symbols, holidays, celebrations and famous people.	DOK 2
	<ul style="list-style-type: none"> • Explain the significance of patriotic symbols 	Reasoning
	<ul style="list-style-type: none"> • Explain the significance of holidays 	Reasoning
	<ul style="list-style-type: none"> • Explain the significance of celebrations 	Reasoning
	<ul style="list-style-type: none"> • Explain the significance of famous people 	Reasoning
SS.O.3.2.2	explain that citizens are united by commonly held principles and beliefs.	DOK 1
	<ul style="list-style-type: none"> • explain that citizens are united by commonly held principles 	Reasoning
	<ul style="list-style-type: none"> • explain that citizens are united by commonly held beliefs 	Reasoning
SS.O.3.5.1	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.).	DOK 3
	<ul style="list-style-type: none"> • discuss the historical significance of major events to the United States 	Knowledge
	<ul style="list-style-type: none"> • discuss the historical significance of major people to the United States 	Knowledge
	<ul style="list-style-type: none"> • discuss the historical significance of major contributions to the United States 	Knowledge
SS.O.3.5.3	compare and contrast present cultures to the cultures of people of other historical time periods (e.g., source of food, clothing, shelter, products used).	DOK 2
	<ul style="list-style-type: none"> • contrast present cultures to the cultures of people of other historical time periods 	Performance
	<ul style="list-style-type: none"> • compare present cultures to the cultures of people of other historical time periods 	Performance
SS.O.3.5.5	discuss and draw conclusions about current events.	DOK 3

	<ul style="list-style-type: none"> Discuss current events 	Knowledge
	<ul style="list-style-type: none"> Draw conclusions about current events 	Reasoning
SS.O.3.5.2	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.)	DOK 3
	<ul style="list-style-type: none"> research the settlement of a community/region using primary sources 	Knowledge
	<ul style="list-style-type: none"> construct a timeline representing the settlement of a community/region using primary sources 	Performance
SS.O.3.5.8	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.	DOK 2
	<ul style="list-style-type: none"> Compare different stories or accounts about past events 	Performance
	<ul style="list-style-type: none"> Compare different stories or accounts about past people 	Performance
	<ul style="list-style-type: none"> Compare different stories or accounts about past places 	Performance
	<ul style="list-style-type: none"> Compare different stories or accounts about past situations 	Performance
	<ul style="list-style-type: none"> Contrast different stories or accounts about past events 	Performance
	<ul style="list-style-type: none"> Contrast different stories or accounts about past people 	Performance
	<ul style="list-style-type: none"> Contrast different stories or accounts about past places 	Performance
	<ul style="list-style-type: none"> Contrast different stories or accounts about past situations 	Performance
	<ul style="list-style-type: none"> Identify how past events have contributed to our understanding of the past 	Performance
	<ul style="list-style-type: none"> Identify how past people have contributed to our understanding of the past 	Performance
	<ul style="list-style-type: none"> Identify how past places have contributed to our understanding of the past 	Performance
	<ul style="list-style-type: none"> Identify how past situations have contributed to our understanding of the past 	Performance
SS.O.3.5.9	discuss and sequentially organize a series of pictures that reflect historic change (e.g., transportation, technology, agriculture, events in history).	DOK 3
	<ul style="list-style-type: none"> discuss a series of pictures that reflect historic change 	Performance

	<ul style="list-style-type: none"> sequentially organize a series of pictures that reflect historic change 	Performance/Reasoning
SS.O.3.5.6	research the lives of famous Americans, customs and traditions using various forms of literature (e.g., presidents, inventors, explorers, civil rights leaders, artists, writers).	DOK 3
	<ul style="list-style-type: none"> research the lives of famous Americans using various forms of literature 	Performance
	<ul style="list-style-type: none"> research the customs of famous Americans using various forms of literature 	Performance
	<ul style="list-style-type: none"> research the traditions of famous Americans using various forms of literature 	Performance
Power Standard: Students will recognize, locate, interpret data, construct and use maps, globes, world geographic features and state and capitals and organize information to prepare reports and presentations.		
SS.O.3.4.1	construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).	DOK 2
	<ul style="list-style-type: none"> Construct the basic elements of maps 	Product
	<ul style="list-style-type: none"> Construct the basic elements of globes 	Product
	<ul style="list-style-type: none"> Use the basic elements of maps 	Performance
	<ul style="list-style-type: none"> Use the basic elements of globes 	Performance
SS.O.3.4.2	locate north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.	DOK 1
	<ul style="list-style-type: none"> Locate north using a map 	Performance
	<ul style="list-style-type: none"> Locate south using a map 	Performance
	<ul style="list-style-type: none"> Locate east using a map 	Performance
	<ul style="list-style-type: none"> Locate west using a map 	Performance
	<ul style="list-style-type: none"> Locate north borders using a map 	Performance
	<ul style="list-style-type: none"> Locate south borders using a map 	Performance
	<ul style="list-style-type: none"> Locate east borders using a map 	Performance
	<ul style="list-style-type: none"> Locate west borders using a map 	Performance
	<ul style="list-style-type: none"> Locate lines of longitude using a map 	Performance

	<ul style="list-style-type: none"> Locate lines of latitude using a map 	Performance
	<ul style="list-style-type: none"> Locate the equator using a map 	Performance
	<ul style="list-style-type: none"> Locate the north pole using a map 	Performance
	<ul style="list-style-type: none"> Locate the south pole using a map 	Performance
	<ul style="list-style-type: none"> Locate time zones using a map 	Performance
SS.O.3.4.3	recognize world geographic features (e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, oases).	DOK 1
		Knowledge
SS.O.3.4.4	name and locate states and capitals of the United States.	DOK 1
	<ul style="list-style-type: none"> Name the states of the United States 	Performance
	<ul style="list-style-type: none"> Name the capitals of the United States 	Performance
	<ul style="list-style-type: none"> Locate the states of the United States 	Performance
	<ul style="list-style-type: none"> Locate the capitals of the United States 	Performance
SS.O.3.4.8	construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g., population, products, climate).	DOK 2
	<ul style="list-style-type: none"> Construct various types of maps 	Product
	<ul style="list-style-type: none"> Construct various types of globes 	Product
	<ul style="list-style-type: none"> Construct various types of charts 	Product
	<ul style="list-style-type: none"> Construct various types of graphs 	Product
	<ul style="list-style-type: none"> Construct various types of timelines 	Product
	<ul style="list-style-type: none"> Interpret data from various types of maps 	Reasoning
	<ul style="list-style-type: none"> Interpret data from various types of globes 	Reasoning
	<ul style="list-style-type: none"> Interpret data from various types of charts 	Reasoning
	<ul style="list-style-type: none"> Interpret data from various types of graphs 	Reasoning
	<ul style="list-style-type: none"> Interpret data from various types of timelines 	Reasoning
SS.O.3.5.10	organize information from various reference sources to prepare short reports and presentations.	DOK 3
	<ul style="list-style-type: none"> organize information from various reference sources to prepare short reports. 	Product

	<ul style="list-style-type: none"> organize information from various reference sources to prepare presentations. 	Product
Power Standard: Students will explain, illustrate, compare, and contrast the basic economic principles.		
SS.O.3.3.1	characterize the concept of scarcity by citing examples of limited supplies and scarce resources.	DOK 2
	<ul style="list-style-type: none"> characterize the concept of scarcity by citing examples of limited supplies 	Reasoning
	<ul style="list-style-type: none"> characterize the concept of scarcity by citing examples of scarce resources 	Reasoning
SS.O.3.3.2	explain why budgeting is an important life skill.	DOK 2
		Reasoning
SS.O.3.3.3	illustrate the basic concept of supply and demand.	DOK 1
	<ul style="list-style-type: none"> Illustrate the basic concept of supply 	Reasoning
	<ul style="list-style-type: none"> Illustrate the basic concept of demand 	Reasoning
SS.O.3.3.4	compare and contrast various occupations and their economic impact.	DOK 2
	<ul style="list-style-type: none"> Compare various occupations 	Reasoning
	<ul style="list-style-type: none"> Contrast various occupations 	Reasoning
	<ul style="list-style-type: none"> Compare various economic impact of various occupations 	Reasoning
	<ul style="list-style-type: none"> Contrast various economic impact of various occupations 	Reasoning
SS.O.3.3.5	summarize how banks serve as intermediaries between savers and borrowers.	DOK 2
		Reasoning
SS.O.3.3.8	correlate competition for products with increases in advertising.	DOK 2
		Reasoning
SS.O.3.3.7	illustrate the path of a product from the raw material to the final product (e.g., cotton to sweater, coal to electricity).	DOK 2
		Performance
SS.O.3.3.9	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.	DOK 3

	<ul style="list-style-type: none"> • Construct graphs to illustrate the uses of resources 	Performance
	<ul style="list-style-type: none"> • Construct charts to illustrate the uses of resources 	Performance
	<ul style="list-style-type: none"> • Construct maps to illustrate the uses of resources 	Performance
	<ul style="list-style-type: none"> • Construct other data sources to illustrate the uses of resources 	Performance
	<ul style="list-style-type: none"> • Construct graphs to illustrate the demand for products 	Performance
	<ul style="list-style-type: none"> • Construct charts to illustrate the demand for products 	Performance
	<ul style="list-style-type: none"> • Construct maps to illustrate the demand for products 	Performance
	<ul style="list-style-type: none"> • Construct other data sources to illustrate the demand for products 	Performance
	<ul style="list-style-type: none"> • Construct graphs to illustrate the supply of goods 	Performance
	<ul style="list-style-type: none"> • Construct charts to illustrate the supply of goods 	Performance
	<ul style="list-style-type: none"> • Construct maps to illustrate the supply of goods 	Performance
	<ul style="list-style-type: none"> • Construct other data sources to illustrate the supply of goods 	Performance
	<ul style="list-style-type: none"> • Construct graphs to illustrate the supply of services 	Performance
	<ul style="list-style-type: none"> • Construct charts to illustrate the supply of services 	Performance
	<ul style="list-style-type: none"> • Construct maps to illustrate the supply of services 	Performance
	<ul style="list-style-type: none"> • Construct other data sources to illustrate the supply of services 	Performance
	<ul style="list-style-type: none"> • Interpret graphs to illustrate the uses of resources 	Reasoning
	<ul style="list-style-type: none"> • Interpret charts to illustrate the uses of resources 	Reasoning
	<ul style="list-style-type: none"> • Interpret maps to illustrate the uses of resources 	Reasoning
	<ul style="list-style-type: none"> • Interpret other data sources to illustrate the uses of resources 	Reasoning
	<ul style="list-style-type: none"> • Interpret graphs to illustrate the demand for products 	Reasoning
	<ul style="list-style-type: none"> • Interpret charts to illustrate the demand for products 	Reasoning
	<ul style="list-style-type: none"> • Interpret maps to illustrate the demand for products 	Reasoning
	<ul style="list-style-type: none"> • Interpret other data sources to illustrate the demand for products 	Reasoning
	<ul style="list-style-type: none"> • Interpret graphs to illustrate the supply of goods 	Reasoning
	<ul style="list-style-type: none"> • Interpret charts to illustrate the supply of goods 	Reasoning
	<ul style="list-style-type: none"> • Interpret maps to illustrate the supply of goods 	Reasoning
	<ul style="list-style-type: none"> • Interpret other data sources to illustrate the supply of goods 	Reasoning
	<ul style="list-style-type: none"> • Interpret graphs to illustrate the supply of services 	Reasoning

	<ul style="list-style-type: none"> • Interpret charts to illustrate the supply of services 	Reasoning
	<ul style="list-style-type: none"> • Interpret maps to illustrate the supply of services 	Reasoning
	<ul style="list-style-type: none"> • Interpret other data sources to illustrate the supply of services 	Reasoning
Power Standard: Students will examine, describe, identify, and give examples of working together for the common good of the community.		
SS.O.3.1.5	give examples of how people working together can accomplish goals that individuals working alone cannot.	DOK 2
		Performance
SS.O.3.1.6	examine the impact that groups can make in a community.	DOK 2
		Knowledge
SS.O.3.1.7	Identify examples of concepts of the common good (what is best for the most people)	DOK 2
		Performance
SS.O.3.4.7	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.	DOK 2
	<ul style="list-style-type: none"> • describe how people in the community make their living from the environment 	Knowledge
	<ul style="list-style-type: none"> • give examples of activities that individuals can do to keep the environment clean 	Knowledge
Power Standard: Students will compare, contrast, and relate how people are affected by climate, weather, and location		
SS.O.3.4.5	compare and contrast climate, weather and location with regard to people's clothing, food, shelter and jobs.	DOK 2
	<ul style="list-style-type: none"> • compare climate, weather and location with regard to people's clothing, food, shelter and jobs. 	Reasoning
	<ul style="list-style-type: none"> • contrast climate, weather and location with regard to people's clothing, food, shelter and jobs. 	Reasoning
SS.O.3.4.6	relate how people affect and are affected by the various elements of the environment (e.g., water, soil, weather, climate, topography)	DOK 2

	<ul style="list-style-type: none"> • Relate how people affect various elements of the environment 	Reasoning
	<ul style="list-style-type: none"> • Relate how people are affected by various elements of the environment 	Reasoning
Power Standard: Students will recognize and explain the importance of respect for diversity and protection of minorities		
SS.O.3.1.4	recognize the importance of respect and protection of minorities.	DOK 2
	<ul style="list-style-type: none"> • Recognize the importance of respect of minorities 	Knowledge
	<ul style="list-style-type: none"> • Recognize the importance of protection of minorities 	Knowledge
SS.O.3.5.7	explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others.	DOK 2
	<ul style="list-style-type: none"> • explain the importance of respect for diversity in the heritage of others. 	Performance
	<ul style="list-style-type: none"> • explain the importance of respect for diversity in the culture of others. 	Performance
	<ul style="list-style-type: none"> • explain the importance of respect for diversity in the ideas of others. 	Performance
	<ul style="list-style-type: none"> • explain the importance of respect for diversity in the opinions of others. 	Performance
Power Standard: Students will describe, model, identify, and practice good citizenship and participate in a volunteer program.		
SS.O.3.1.1	identify and practice principles of honesty, fairness and justice in experiences at home, school and in the community.	DOK 2
	<ul style="list-style-type: none"> • identify principles of honesty, fairness and justice in experiences at home, school and in the community. 	Knowledge
	<ul style="list-style-type: none"> • practice principles of honesty, fairness and justice in experiences at home, school and in the community. 	Performance
SS.O.3.1.2	describe and model the personal and civic responsibilities of good citizenship in the classroom, school and community.	DOK 2
	<ul style="list-style-type: none"> • describe the personal and civic responsibilities of good citizenship in the classroom. 	Knowledge

	<ul style="list-style-type: none"> describe the personal and civic responsibilities of good citizenship in the school. 	Knowledge
	<ul style="list-style-type: none"> describe the personal and civic responsibilities of good citizenship in the community. 	Knowledge
	<ul style="list-style-type: none"> model the personal and civic responsibilities of good citizenship in the classroom. 	Knowledge
	<ul style="list-style-type: none"> model the personal and civic responsibilities of good citizenship in the school. 	Knowledge
	<ul style="list-style-type: none"> model the personal and civic responsibilities of good citizenship in the community. 	Knowledge
SS.O.3.1.8	choose a volunteer program and work independently and cooperatively to accomplish its goals.	DOK 2
	<ul style="list-style-type: none"> choose a volunteer program and work independently to accomplish its goals. 	Performance
	<ul style="list-style-type: none"> choose a volunteer program and work cooperatively to accomplish its goals. 	Performance
Power Standard: Students will evaluate, identify, define, apply and analyze rules and law as they relate to government and democracy		
SS.O.3.2.1	evaluate the importance of government in the classroom, school, community and state.	DOK 3
	<ul style="list-style-type: none"> evaluate the importance of government in the classroom 	Reasoning
	<ul style="list-style-type: none"> evaluate the importance of government in the school 	Reasoning
	<ul style="list-style-type: none"> evaluate the importance of government in the community 	Reasoning
	<ul style="list-style-type: none"> evaluate the importance of government in the state. 	Reasoning
SS.O.3.2.3	identify the three levels (local, state, federal) of government and the responsibilities of each level.	DOK 1
	<ul style="list-style-type: none"> Identify the three levels of government 	Knowledge
	<ul style="list-style-type: none"> Identify the responsibilities of each level of government 	Knowledge
SS.O.3.2.4	define major rule and give examples of that concept in a democracy.	DOK 1
	<ul style="list-style-type: none"> Define major rule of democracy 	Knowledge

	<ul style="list-style-type: none"> • Give examples of the major rule concept in a democracy 	Reasoning
SS.O.3.2.5	apply criteria in evaluating rules and laws (e.g., strengths and weaknesses, design and purpose, enforcement, bias).	DOK 2
	<ul style="list-style-type: none"> • apply criteria in evaluating rules 	Reasoning
	<ul style="list-style-type: none"> • apply criteria in evaluating laws 	Reasoning
SS.O.3.3.6	analyze the relationship between government taxation and the provision of public services (e.g., policemen, firemen, teacher, libraries, and public schools).	DOK 3
		Reasoning