**Social Studies Standard**
**Catalina Foothills School District**
**Grade 3**

Third grade students examine the reasons for and impact of European exploration on the Americas, including early civilizations in Central and South America. The development of cultures and civilizations and their contributions are expanded through the study of universal cultural elements and the introduction of mythology as a reflection of cultural values in ancient Greece and Rome. Students examine community changes due to technology, human interaction with the environment, and the movement of people. The idea of freedom is explored through the study of the rights and responsibilities of citizenship and the structure and processes of our system of government at local, state, and national levels. Basic economic concepts such as taxation and budgeting within the context of the community are introduced. Third graders interpret and use data to examine current and historical events and apply thinking skills in a variety of contexts.

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| **1. Cultural Diversity and Interactions** | |
| SS3.1.1 | Explains how mythology, government, art, and architecture reflect cultural values and contribute to the development of their own and later civilizations *(required: ancient Greek and Roman; for example: Native American, Norse/Scandinavian, Asian, Australian).* |
| SS3.1.2 | Uses various cultural elements *(for example: arts, government, language)* to describe how principles, customs, and beliefs in North America were influenced by early civilizations. |
| **2. Spatial Thinking and Use of Charts, Maps, and Graphs** | |
| SS3.2.1 | Interprets characteristics of maps and globes *(required: intermediate directions, scale).* |
| SS3.2.2 | Locates physical and human features of maps and globes *(required: a. physical: seven continents, four oceans, gulf, bay, strait, peninsula, isthmus, delta; b. human: roads, railroads).* |
| SS3.2.3 | Constructs maps using symbols to accurately represent human and physical features *(required: title, key/legend, compass rose).* |
| **3. Reciprocal Impact of Geography on People and Events** | |
| SS3.3.1 | Describes how physical and human characteristics/systems change over time. |
| SS3.3.2 | Explains ways in which humans depend upon, adapt to, and impact the earth *(for example: farming, building structures and dams, overgrazing).* |
| **4. Economic Philosophies and Systems** | |
| SS3.4.1 | Describes how goods and services are provided by the government *(for example: taxes support schools, roads, parks).* |
| SS3.4.2 | Describes how producers use natural, human, and capital resources to create goods and services. |
| **5. Economic Decision-Making and Personal Finance** | |
| SS3.5.1 | Explains the cost *(Is it reasonable? Can I afford to purchase the product without having to change spending/living habits?)* and benefits *(How will the product benefit you?)* of personal spending and saving choices. |
| **6. Rights, Responsibilities, and Participation in the Political Process** | |
| SS3.6.1 | Describes the rights and responsibilities of citizenship, including voting. |
| SS3.6.2 | Describes how people *(for example: Rosa Parks, Ruby Bridges, Martin Luther King Jr., Susan B. Anthony, Cesar Chavez)* engage in government processes to enact change. |
| **7. Government Symbols, Structures, Laws, and Documents** | |
| SS3.7.1 | Describes the three branches of State and National government *(required: Executive, Legislative, Judicial).* |
| SS3.7.2 | Describes different levels of government *(required: local, county, state, federal).* |

| 8. Individuals, Groups, and Events that Shaped History | |
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| SS3.8.1 | Describes how European explorers *(required: Christopher Columbus, Hernando Cortez, Francisco Pizarro, Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon)* influenced the development of the New World. |
| SS3.8.2 | Describes contributions/achievements *(for example: mathematics, science, architecture, farming)* of early civilizations in Central and South America *(required: Aztec, Maya, Inca)* and the interactions with Spanish explorers *(required: Cortez-Aztecs, Pizarro-Incas)*. |
| SS3.8.3 | Describes significant individuals, events, or contributions of ancient Greece and Rome *(for example: Greece--Socrates, Plato, Aristotle, Olympics; Rome--Julius Caesar, Augustus, Constantine, aqueducts)*. |
| **9. Patterns of Change Over Time** | |
| SS3.9.1 | Describes how technological advances *(for example: compass, printing press)* facilitated exploration of the New World. |
| SS3.9.2 | Describes how civilizations have changed from past to present *(for example: industries, traditions, laws)*. |
| **10. Current Events/Issues and the Modern World** | |
| SS3.10.1 | Describes current events and issues within a political or historical context *(for example: archaeological findings, actions of city or state government)*. |
| **11. Critical Thinking and Problem Solving** | |
| SS3.11.1 | Compares events, people, and ideas to distinguish their similarities and differences *(for example: comparison of levels of government, ancient cultures, Spanish exploration)*. |
| SS3.11.2 | Explains cause and effect relationships *(for example: compass and exploration)* in a historical context. |
| **12. Research Skills for History** | |
| SS3.12.1 | Describes how archaeological research adds to an understanding of the past. |
| SS3.12.2 | Interprets historical and current information/data from graphic features of text *(for example: illustrations, tables, charts, maps, diagrams, timelines)*. |
| SS3.12.3 | Locates and uses a variety of text and electronic sources to answer questions and/or gather information about a topic/idea *(for example: primary source - photos, artifacts, interviews, documents; secondary source - trade books, textbooks, encyclopedias, websites, magazines, media)*. |