

New Hampton Curriculum

New Hampton Community School District

Social Studies Standards and Benchmarks - SS

Third Grade

SS.ES3.1. Culture: The students will examine the impact of culture and cultural diversity. (MCGF)

SS.ES3.1.A-I Benchmarks:

The student will be able to:

1. Observe, identify, and compare similarities and differences in culture.(MCGF)
2. Give examples of how cultural experiences are viewed differently by people of various cultures.(MCGF)
3. Describe ways in which language, stories, music, and art express and influence the people of a particular culture.(CS)
4. Give examples of how universal cultural behaviors are carried out by people of various cultural backgrounds.(MCGF)
5. Understands how organizations and systems function.(ES)
6. Uses workplace readiness and career planning skills.(ES)
7. Demonstrates skills to interact positively with others.(NCDG)
8. Develop an awareness of how work relates to the needs and functions of society. (NCDG))
9. Develop an awareness of the impact of our ancestors and their cultures on Iowa in the past, present, and future. (MCGF, HOTS)

Assessed by: Projects, Drawings, Dioramas, Reflection, Group and Individual Research, and Presentations.

SS.ES3.2. Time, Continuity, and Change: The students will develop a historical perspective of the ways human beings view themselves in and over time. (GE) (NCDG)

SS.ES3.2. A-J Benchmarks:

The student will be able to:

1. Identify and use various sources for learning about the past. (CS)
2. Tell about how people in different times and places viewed the world in different ways. (MCGF,GE)
3. Describe how people in different times and places viewed the world from various perspectives. (GE)
4. Compare and contrast stories or accounts of past events, people, places, and situations. (HOTS)
5. Understands that each career has skills, abilities, and interests. (ES)
6. Analyzes decisions made by people in the past in terms of goals, obstacles, and alternatives that were considered. (ES)
7. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self and others. (NCDG)
8. Develop awareness of different occupations and changing male/female roles. (NCDG)
9. Develop an awareness of what Iowa faces in the future. (HOTS)
10. Learn how to use a time line. (LS)

Assessed by: Posters, Time Lines, Maps, Reflective Skepticism, Projects, Interviews, Journals

SS.ES3.3. People, Places and Environment : The students will make informed decisions by understanding the organization of human populations, the physical earth, its resources and how they interrelate. (HOTS) (GE)

SS.ES3.3. A-L Benchmarks:

The student will be able to:

1. Describe how geography affects where and how people live, their values, culture, wants and needs. (GE)
2. Estimate distance, identify directions and calculate the scale of various objects.(LS)
3. Construct and use maps of local, regional and global settings that show skill in rel-

- ative location, direction and shape and size.(LS)
4. Describe how people create places like neighborhoods, parks, shopping centers, that reflect their values, culture, and wants and needs.(CS)
 5. Explain how the earth's physical features have changed over time and how these changes are connected to each other.(GE,HOTS)
 6. Knows personal interests, aptitudes, and abilities.(ES)
 7. Knows issues and problems in the school or community that have been solved or that one might help solve.(ES)
 8. Demonstrate effective skills for interacting with others.(NCDG)
 9. Develop an awareness of how work relates to the needs and functions of society. (NCDG)
 10. Identify occupations according to data, people, and things.(NCDG)
 11. Classify different types of land forms.(GE)
 12. Analyze the growth that occurs in a community as a result of its location.(HOTS)

Assessed by: Student-made Maps, Relief Maps, Journaling, Teacher Observation, Role-Playing, Simulations

SS.ES3.4. Individual Development and Identity : The students will utilize knowledge of individual development and identity to gain insight into personal behavior. (CE) (ES) (NCDG)

SS.ES3.4. A-I Benchmarks:

The student will be able to:

1. List personal connections to community, nation, and world.(CS,GE)
2. Work independently and cooperatively to accomplish a goal.(HOTS)
3. Describe how family, groups and community influence the individual's behavior. (CS)
4. Knows that different groups have different rules for how members should act. (MCGF)
5. Uses appropriate behaviors for completing work and achieving goals.(ES)
6. Interprets simple data contained in symbols, pictures, charts, and graphs.(ES)
7. Describe positive characteristics about self as seen by self and others.(NCDG)
8. Demonstrate healthy ways of dealing with conflicts, stress, and emotions in self

and others.(NCDG)

9. Develop skills needed in a variety of occupational groups.(NCDG)

Assessed by: Checklist, Projects, Games, Interviews, Journaling, Posters

SS.ES3.5. Individuals, Groups, and Institutions : The students will understand how institutions are formed, maintained, or changed and how they influence individuals, cultures, and societies. (GE) (ES) (NCDG) (MCGF)

SS.ES3.5. A – H Benchmarks

The student will be able to:

1. Identify roles as learned behavior in group situations, such as family and peer groups.(MCGF,CS)
2. Explain how laws, religion, peers, and culture influence a person's behavior. (MCGF,HOTS)
3. Describe the various forms institutions take in different settings.(CS,GE)
4. Understands that the goal-setting process includes the identification and allocation of resources.(ES)
5. Understands established rules, regulations, and policies and reasons for following them.(ES)
6. Demonstrate positive group membership skills.(NCDG)
7. Demonstrate an understanding of the importance of practice, effort, and learning. (NCDG)
8. Develop an awareness of how work relates to the needs and functions of society. (NCDG)

Assessed by: Checklist, Student Performance/Product, Picture Collage, Field Trip Evaluation, Group Research Project, Hero Stories, Bulletin Boards/Displays.

SS.ES3.6. Power, Authority, and Governance : The students will understand the historic development of structures of power, authority, and governance and their evolving functions in contemporary society. (GE) (ES)

SS.ES3.6. A – H Benchmarks:

The student will be able to:

1. Explain the purpose of government.(CS,HOTS)
2. Examine the rights and responsibilities of the citizen in relation to family, peers, school and community.(CS,HOTS)
3. Identify and describe factors that lead to cooperation and cause disputes between individuals, among groups and nations.(MCGF,CS)
4. List examples of when government does or does not provide for the needs and wants of the people.(CS,HOTS)
5. Knows the components of community and social systems.(ES)
6. Understands basic steps in a problem-solving process.(ES)
7. Demonstrate positive group membership skills.(NCDG)
8. Describe the changing roles of men and women in work and family.(NCDG)

Assessed by: Essay, Individual and Group Research Projects, Mural, 3-D Model, Posters, Letter-writing, Lobbying.

SS.ES3.7. Production, Distribution, and Consumption: The students will learn about production, distribution, exchange, and consumption so that they can make informed economic decisions. (ES) (GE)

SS.ES3.7. A-I Benchmarks:

The student will be able to:

1. Provide specific examples of how scarcity and choice influence our personal economic decisions.(CS,HOTS)
2. Distinguish between a person's wants and needs.(HOTS,CE)
3. Give examples of groups and organizations that form an economic system. (MCGF,CS)
4. Use the ideas of price, supply, and demand to explain events in Iowa and the United States . (HOTS,TECH)
5. Describe how work is specialized and how they contribute to the U.S. economy and world trade. (HOTS,CS)

6. Uses teamwork skills and works with people of different ages, abilities, and backgrounds.(ES)
7. Understand that decisions and proposals are most readily accepted when supported by good reasons.(ES)
8. Describe the importance of work to society.(NCDG)
9. Identify ways in which decisions about education and work relate to other major life decisions.(NCDG)

Assessed by: Essays, Chart, Diagram, Poster, World Map, Create Newspaper Ad

SS.ES3.8. Science, Technology, and Society: The students will understand the relationship between science, technology, and society when addressing human issues, problems, and opportunities. (TECH) (GE)

SS.ES3.8. A-H Benchmarks:

The student will be able to:

1. Describe examples of how technology and science have changed people's lives over time and across space.(TECH,CS)
2. Compose a list of attitudes, values, and beliefs that have changed as a result of science and technology.(CS,TECH)
3. Suggest ways to monitor science and technology to protect the physical environment, individual rights and the common good.(HOTS,TECH)
4. Uses communication tools and interactive technology to exchange information and work with others. (ES)
5. Understands that parts of a system affect one another, and that a system may not work if one of the parts is not functioning.(ES)
6. Demonstrate tolerance and flexibility in interpersonal and group situations. (NCDG)
7. Describe the effects that societal, economic, and technological change have on occupations.(NCDG)
8. Learn and use The Big Six information-processing skills to solve information problems in social studies. (LS)

Assessed by: Checklist, Rubric, Student Performance/Product, essay, and Teacher Observation

SS.ES3.9. Global Connections: The students will be able to construct connections between their lives and the realities of global interdependence. (GE) (CE) (ES) (NCDG)

SS.ES3.9. A-H Benchmarks:

The student will be able to:

1. Identify ways in which an individual's life quality is affected by people from other nations.(GE,CS)
2. Describe ways in which art, music, and other cultural elements can increase global understanding. (GE,HOTS)
3. Explore the causes, consequence, and potential solutions to today's global environmental concerns.(GE,HOTS)
4. Explore the effects of changing technologies on the global community.(GE,TECH)
5. Explore concerns, issues, and conflicts related to human rights, treatment of children and the effects of war.(GE,MCGF)
6. Understands that parts of a system affect one another, and that a system may not work if one of the parts is not functioning.(ES)
7. Demonstrates workplace readiness and career planning skills.(ES)
8. Demonstrates awareness of different cultures, lifestyles, attitudes, and abilities. (NCDG)

Assessed by: Artwork, Dance, Student-Individual Project, Presentation, Map Work

SS.ES3.10. Civic Ideals and Practices: The students will apply the ideals, principles and practices of citizenship in a democratic republic through the development of civic attitudes and values. (ES) (NCDG)

SS.ES3.10. A -J Benchmarks:

The student will be able to:

1. Describe how the rights and responsibilities of citizens operate.(CS)
2. Identify and describe key ideals of U.S. democratic republican form of government, including liberty, justice, equality, and the rule of law.(HOTS)
3. Identify and practice various forms of public discussion consistent with the ideas of a democratic republic.(CS,HOTS)
4. Explain actions citizens can take to shape public policy decisions.(CS,HOTS)
5. Understands established rules, regulations, and policies and reasons for following them.(ES)
6. Understands basic steps in a decision-making process.(ES)
7. Demonstrate effective skills for interacting with others.(NCDG)
8. Describe the various roles an individual may have (friend, student, worker, family member).(NCDG)
9. Demonstrate the cognitive understanding and application of the six pillars of Character Counts.(CE,GE, ES)
10. Explain how and why volunteers respond to needs of a community. (CS,HOTS)

Assessed by: Checklists, Rubrics, Peer Evaluations, Self-Evaluations, Role Playing, Individual and Group Projects, Essays, Presentations

SS.ES3.11. Habits of the Mind: The student will develop and apply the skills of critical thinking, creative thinking, and self-regulation to enhance social studies learning. (HOTS) (ES) (HOTS, CE)

SS.ES3.11. A – D Benchmarks:

The student will be able to:

1. Engage in creative thinking to solve problems, including engaging intensely in tasks even when answers or solutions are not immediately apparent, pushing the limits of his/her knowledge and abilities, generating, trusting, and maintaining his/her own standards of evaluation, and generating new ways of viewing a situation outside the boundaries of standard conventions.
2. Utilize self-regulation techniques in their daily lives, including being aware of his/her own thinking, planning, being aware of necessary resources, being sensitive to feedback, and evaluating the effectiveness of his/her actions. (HOTS, NCDG)
3. Utilize critical thinking in daily tasks, including being accurate and seeking accuracy, being clear and seeking clarity, being open-minded, restraining impulsivity,

taking a position when the situation warrants it, and being sensitive to others' feelings and level of knowledge. (HOTS)

4. Use the seven reading comprehension/thinking strategies to facilitate understanding in the social studies setting. (HOTS)

Assessed by: Journals, Individual Projects, Self and Peer Evaluation, Teacher Observation, Role Plays, Research

Benchmark Identification:

CS - Communication Skills Benchmark

LS - Learning Skills Benchmark

CE - Career Education Benchmark

MCGF - Multicultural Gender Fair Benchmark

HOTS - Higher Order Thinking Skills Benchmark

GE - Global Education Benchmark

TECH - Technology Benchmark

ES - Employability Skills Benchmark

NCDG - National Career Development Guidelines Benchmark

Materials and Resources :

Textbook:Communities, Harcourt Brace Publishing Co., 2000

Textbook Supplementary Materials

Maps and Globe Materials:Nystrom Third Grade Atlas: People & Places Everywhere

Partner in Education Activities/Projects

Internet Websites: <http://www.hbschool.com>

Possible Projects at the Third Grade Level

to Facilitate Service Learning

Students will have the opportunity to look for a service project in the community that could be performed by the whole class or individuals in the class.

In the event that a need is not made known to the students, these are other possible service learning projects for first grade students.