

## **Grade Three History-Social Science Content Standards**

Students in grade three learn more about our connections to the past and the ways in which government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of Idaho, including the arrival of immigrants, and the impact they have had in forming the character of our contemporary society.

### **3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.**

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or valley).

### **3.3 Students draw from historical and community resources to organize the sequence of historical events and describe how each period of settlement left its mark on the land.**

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

### **3.4 Students understand the role of rules and laws in our daily lives and the basic structure of city, state, and national government.**

1. Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws.
2. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.
3. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle,

- the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, and the U.S. Capitol).
4. Understand the three branches of government, with an emphasis on local government.
  5. Identify people who make and enforce laws in the local community
  6. Identify and explain the basic functions of local government
  7. Tell how local government officials are chosen; Describe local government services
  8. Explore connections that the local community has with other communities in the world

**3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**

1. Describe the ways in which producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present.
2. Understand that some goods are made locally, some elsewhere in the United States, and some abroad.
3. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs.
4. Discuss the relationship of students' "work" in school and their personal human capital.