

Grade 3

Historical Thinking

1 Events in local history can be shown on timelines organized by years, decades and centuries. [SS.3.1](#)

Complexity a

- a** Place a sequence of events or dates on a timeline. [SS.3.1A](#)

Complexity b

- b** Place a series of three personal events in chronological order. [SS.3.1B](#)

Complexity c

- c** Identify an event/activity occurring before or after another given activity/event. [SS.3.1C](#)

Learning Progression

- Discuss how events happen in order using a classroom schedule or daily routine (using terms like first, next, last). [SS.3.1.LP.A](#)
- Engage with representations of a person/character at three different ages (e.g., child, teenager, adult). [SS.3.1.LP.B](#)

2 Primary and secondary sources can be used to show change over time. [SS.3.2](#)

Complexity a

- b** Show and communicate about personal pictures/ experiences over time. [SS.3.2B](#)

Complexity b

Complexity c

- c** Match pictures that identify change as now and then. [SS.3.2C](#)

Learning Progression

- Sort representations of historic and modern items from one category (e.g., clothing, automobiles, homes) into “then” and “now.” [SS.3.2.LP.A](#)
- Engage with representations of people wearing clothing from earlier time periods or “then.” [SS.3.2.LP.B](#)
- Engage with items of clothing from the past or “then” (e.g., hats, coats, shoes). [SS.3.2.LP.C](#)

Sort pictures or objects
that identify events/

- a** Sort pictures or objects that identify events/ tools from past or present. [SS.3.2A](#)

Heritage

3 Local communities change over time. [SS.3.3](#)

Complexity a

- a** Describe changes in the community as told by an older relative or friend. [SS.3.3A](#)

Complexity b

- b** Describe changes in the local community (e.g., new stores, houses and other construction). [SS.3.3B](#)

Complexity c

- c** Identify a change within a local community. [SS.3.3C](#)

Learning Progression

- Sort representations of local buildings into “then” and “now,” noting differences. [SS.3.3.LP.A](#)
 - Engage with representations of local buildings (e.g., schools, stores, town hall, Main Street) from multiple time periods. [SS.3.3.LP.B](#)
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Spatial Thinking and Skills

4 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid, and cardinal directions. [SS.3.4](#)

Complexity a

- a** Identify north, south, east and west on the compass rose on a map. [SS.3.4A](#)

Complexity b

- b** Use a map and map tools (e.g., legend, alphanumeric grid lines) to locate familiar landmarks, streets and other features. [SS.3.4B](#)

Complexity c

- c** Identify a symbol on a simple map. [SS.3.4C](#)

Learning Progression

- Identify familiar places on the classroom emergency exit map. [SS.3.4.LP.A](#)
 - Engage with the classroom emergency exit map by traveling the route, or tracing the route on paper, to the nearest emergency exit. [SS.3.4.LP.B](#)
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Places and Regions

5 Daily life is influenced in different communities by their agriculture, industry, and natural resources. [SS.3.5](#)

Complexity a

- a** Identify different resources in the local community (e.g., natural, economic [businesses that create jobs], and cultural [museums, universities, festivals]). [SS.3.5A](#)

Complexity b

b Identify the natural resources in Ohio. **SS.3.5B**

Complexity c

c Identify a natural resource (e.g., soil, water, coal, oil). **SS.3.5C**

Learning Progression

- Select from a given set images of products created from trees. **SS.3.5.LP.A**
- Engage with representations or samples of observable natural resources (e.g., soil, water, trees, rocks). **SS.3.5.LP.B**

6 Evidence of positive and negative human modification of the environment can be observed in the local community. SS.3.6

Complexity a

a Describe both a positive and negative human change to the local environment. **SS.3.6A**

Complexity b

b Identify a human change to the local environment and explain why it is positive or negative. **SS.3.6B**

Complexity c

c Recognize a human change to the local environment (e.g., farmland used for a new subdivision, damming a river to create a lake). **SS.3.6C**

Learning Progression

- Create or identify representations (e.g., drawing, coloring, building blocks) of human changes or additions to a field (e.g., housing, shopping center, sports fields). **SS.3.6.LP.A**
- Engage with representations of earth movers (e.g., toy bulldozers, dump trucks) to experience how humans can change the physical landscape. **SS.3.6.LP.B**

7 Systems of transportation and communication move people, products and ideas from place to place. SS.3.7

Complexity a

a Identify different types of transportation for products and people. **SS.3.7A**

Complexity b

b Match methods of transportation with what they typically transport. **SS.3.7B**

Complexity c

c Identify types of transportation. **SS.3.7C**

Learning Progression

- Sort models or toys into categories of “land,” “water,” and “air” transportation. **SS.3.7.LP.A**
- Engage with models or toys of automobiles, busses, airplanes, ships, trucks, trains, etc. **SS.3.7.LP.B**

8 Communities may include diverse cultural groups. **SS.3.8**

Complexity a

- a** Compare practices among different cultural groups (e.g., traditional foods, clothing and customs). **SS.3.8A**

Complexity b

- b** Describe practices among different cultural groups within the local community (e.g., food, clothing, heritage, religion). **SS.3.8B**

Complexity c

- c** Identify ways that humans are the same and different in a local community (e.g., family, classroom). **SS.3.8C**

Learning Progression

- Sort manipulatives into multiple sets (cultures) based on “same” characteristics (color, size, or shape) to show each group has something in common. Next, create a large set of all items to show how a larger group (community) can consist of items with “different” characteristics. **SS.3.8.LP.A**
- Engage with manipulatives organized into two sets - one set with all same characteristics and one set with items having different characteristics. **SS.3.8.LP.B**

Civic Participation and Skills

9 Members of local communities have rights and responsibilities. **SS.3.9**

Complexity a

- a** Describe members of the local community and their responsibilities. **SS.3.9A**

Complexity b

- b** Identify responsibilities that you have in your local school community. **SS.3.9B**

Complexity c

- c** Identify a responsibility. **SS.3.9C**

Learning Progression

- Sort images of students in a classroom into examples and non-examples of “responsible” (e.g., students leaving a messy work area, students putting art supplies away). **SS.3.9.LP.A**
- Engage with representations of students performing classroom or home chores. **SS.3.9.LP.B**

10 Individuals make the community a better place by taking action to solve problems in a way that promotes the common good. SS.3.10

Complexity a

- a** Identify a problem in the community and how you would correct it. SS.3.10A

Complexity b

- b** Match problems with action pictures that promote the common good. SS.3.10B

Complexity c

- c** Identify individuals in the community who solve problems (e.g., firefighter puts out fires, doctor helps the ill). SS.3.10C

Learning Progression

- Match images of community members to images of the problems they solve (e.g., firefighter and a fire). SS.3.10.LP.A
- Engage with representations of community members responsible for solving problems (e.g., firefighters, police officers, custodians, veterinarian, etc.). SS.3.10.LP.B

Rules and Laws

11 Laws are rules that apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services, and protect the rights of individuals in the local community. SS.3.11

Complexity a

- a** State a law and explain why it is important. SS.3.11A

Complexity b

- b** Identify a rule and why it is important. SS.3.11B

Complexity c

- c** Identify a rule and its expectations. SS.3.11C

Learning Progression

- Identify posted rules in a given location. SS.3.11.LP.A
- When given a rule, demonstrate actions or behaviors that meet the expectations. SS.3.11.LP.B
- Understand what a rule is and how they help the classroom community (safety, respect, rights, order). SS.3.11.LP.C
- Engage while rules or expectations are reviewed. SS.3.11.LP.D

Roles and Systems of Government

12 Governments have authority to make and enforce laws. SS.3.12

Complexity a

- a** Describe the ways laws are enforced by authority figures and government (e.g., establish fines, incarceration). SS.3.12A

Complexity b

- b** Describe the ways rules are enforced by authority figures at a school (e.g., teacher, counselor, principal, security officer) **SS.3.12B**

Complexity c

- c** Identify a person in the community who has the authority to enforce laws (e.g., game wardens, police officers, mayor, firefighters, safety patrol). **SS.3.12C**

Learning Progression

- Describe the roles and responsibilities of leaders in different settings. **SS.3.12.LP.A**
- Engage with a story of an authority figure enforcing a law. **SS.3.12.LP.B**
- Engage with representations of people in the community who have the authority to enforce laws. **SS.3.12.LP.C**

13 The structure of local governments may differ from one community to another. **SS.3.13**

Complexity a

- a** Compare two types of local government structures that are different (e.g., municipal, county, township, special). **SS.3.13A**

Complexity b

- b** Identify two types of local government structures that are different (e.g., municipal, county, township, special). **SS.3.13B**

Complexity c

- c** Identify one type of local government structure (e.g., municipal, county, township, special). **SS.3.13C**

Learning Progression

- Match representations of specific settings with the leaders in those settings. **SS.3.13.LP.A**
- Understand that there are specific rules and leaders in different settings. **SS.3.13.LP.B**
- Engage with leaders or representations of leaders within the school community. **SS.3.13.LP.C**

Decision-Making and Skills

14 Line graphs are used to show changes in data over time. **SS.3.14**

Complexity a

- a** Distinguish between line graphs that show positive and negative change over time. **SS.3.14A**

Complexity b

- b** Identify both variables on a line graph. **SS.3.14B**

Complexity c

- c Recognize a line graph and identify one variable. **SS.3.14C**

Learning Progression

- Use models of line graphs as a reference in data discussion. (use a peg board showing simple samples of line graphs showing a line angled up, down, and even) **SS.3.14.LP.A**
 - Sort sample graphs into “line graphs” and “bar graphs.” **SS.3.14.LP.B**
 - Engage with line graphs and bar graphs by tracing the shapes to notice their differences. **SS.3.14.LP.C**
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15 Both positive and negative incentives affect individuals’ choices and behaviors. **SS.3.15**

Complexity a

- a Compare positive and negative cause and effect of a behavior (e.g., late library book versus reward for chore). **SS.3.15A**

Complexity b

- b Categorize examples of positive and negative incentives that affect a person’s choice. **SS.3.15B**

Complexity c

- c Identify a positive or negative outcome of a choice or behavior. **SS.3.15C**

Learning Progression

- Identify negative consequences (classroom disincentives) that are the result of a given behavior. **SS.3.15.LP.A**
 - Identify positive consequences (classroom rewards) that are the result of a given behavior. **SS.3.15.LP.B**
 - Engage with representations of positive outcomes in place for the classroom or school-wide behavioral supports system (e.g., certificate, sticker, chart, bulletin board). **SS.3.15.LP.C**
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Scarcity

16 Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off. **SS.3.16**

Complexity a

- a Explain the “opportunity cost” when choosing which item or items to purchase (e.g., Buy 3 of an item or just 1 of an item). **SS.3.16A**

Complexity b

- b Identify what is gained as a result of choosing not to make a purchase. **SS.3.16B**

Complexity c

- c Identify what is gained as the result of a purchasing decision. **SS.3.16C**

Learning Progression

- Exchange one thing for another. [SS.3.16.LP.A](#)
 - Engage during purchase making. [SS.3.16.LP.B](#)
 - Engage in choice making. [SS.3.16.LP.C](#)
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Production and Consumption

17 A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services. [SS.3.17](#)

Complexity a

- a** Given a product or service, identify both the producer and potential consumer (e.g., corn produced by farmers and consumed by biofuels, grocery retailers, animals). [SS.3.17A](#)

Complexity b

- b** Identify consumers for products or services (e.g., power plant would be a consumer of coal). [SS.3.17B](#)

Complexity c

- c** Match goods or services to the producer (e.g., corn to a farmer, bread to a baker, mail to a postmaster). [SS.3.17C](#)

Learning Progression

- Identify the people who provide goods and services in the school, such as cafeteria staff, custodian. [SS.3.17.LP.A](#)
 - Engage with representations of goods, such as a notebook, crayons, that students use in the classroom. [SS.3.17.LP.B](#)
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Markets

18 A market is where buyers and sellers exchange goods and services. [SS.3.18](#)

Complexity a

- a** Describe the different things you can do in a market (e.g., buy products, ask questions, look at different products, make returns). [SS.3.18A](#)

Complexity b

- b** Match goods/services to markets (e.g., gas to a gas station, bread to the grocery store, haircut to a barber). [SS.3.18B](#)

Complexity c

- c** Identify places to buy things in the community (e.g., markets). [SS.3.18C](#)

Learning Progression

- Identify where a desired item could be purchased. [SS.3.18.LP.A](#)
 - Select items that are needed or wanted. [SS.3.18.LP.B](#)
 - Virtually or physically visit locations where specific items can be purchased. [SS.3.18.LP.C](#)
 - Engage with items that can be purchased at a specific location. [SS.3.18.LP.D](#)
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19 Making decisions involves weighing costs and benefits. SS.3.19

Complexity a

- a** Identify negative consequences of not having a job. SS.3.19A

Complexity b

- b** Identify positive consequences of having a job. SS.3.19B

Complexity c

- c** Identify something a person gets as a result of completing a job or chore (e.g., money, stickers, candy). SS.3.19C

Learning Progression

- Discuss how a student decides whether to complete a task by weighing costs and benefits. SS.3.19.LP.A
- Identify the benefits of completing a task in the classroom or school community. SS.3.19.LP.B
- Engage in the efforts and benefits of a token economy. SS.3.19.LP.C

20 A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible. SS.3.20

Complexity a

- a** Identify examples of income (money you make) and expenses (what you spend money on). SS.3.20A

Complexity b

- b** Make a choice of an item to purchase that fits into a budget. SS.3.20B

Complexity c

- c** Match specific items to their estimated cost. SS.3.20C

Learning Progression

- Define budget as a plan of how to spend an estimated income (money you earn) within a given amount of time. SS.3.20.LP.A
- Match specific item to its cost. SS.3.20.LP.B
- Engage with tasks involving money. SS.3.20.LP.C