Texas Social Studies

Grade 3 (2022)

Adopted 2022

The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to: 3.1	**A.** describe how individuals, events, and ideas have changed communities, past and present; 3.1.A **B.** identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and 3.1.B **C.** describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities. 3.1.C
The student understands common characteristics of communities, past and present. The student is expected to: 3.2	**A.** identify reasons people have formed communities, including a need for security and laws, religious freedom, and material well-being; and 3.2.A **B.** compare ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation. 3.2.B
The student understands how humans adapt to and/or modify the physical environment. The student is expected to: 3.3	**A.** describe similarities and differences in the physical environment, including climate, landforms, natural resources, and natural hazards; 3.3.A **B.** identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains; and 3.3.B **C.** describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape. 3.3.C
The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to: 3.4	**A.** use cardinal and intermediate directions to locate places on maps and globes in relation to the local community; 3.4.A **B.** use a scale to determine the distance between places on maps and globes; and 3.4.B **C.** identify, create, and interpret maps of places that contain map elements, including a title, compass rose, legend, scale, and grid system. 3.4.C
Th un	Skip to main content **identify ways of earning, spending, saving, and donating money; and** 3.5.A

purposes of earning, spending, saving, and donating money. The student is expected to: 3.5	B. create a simple budget that allocates money for spending and saving. 3.5.B
The student understands the concept of the free enterprise system and how businesses operate in the U.S. free enterprise system. The student is expected to: 3.6	A. explain how supply and demand affect the price of a good or service; 3.6.A B. define and identify examples of scarcity; 3.6.B C. explain how the cost of production and selling price affect profits; and 3.6.C D. identify individuals, past and present, such as Henry Ford and Sam Walton who have started new businesses. 3.6.D
The student understands the basic structure and functions of various levels of government. The student is expected to: 3.7	A. describe the basic structure of government in the local community, state, and nation; 3.7.A B. identify local, state, and national government officials and explain how they are chosen; and 3.7.B C. identify services commonly provided by local, state, and national governments. 3.7.C
The student understands important ideas in historical documents at various levels of government. The student is expected to: 3.8	A. identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and 3.8.A B. describe the concept of "consent of the governed." 3.8.B
The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. The student is expected to: 3.9	A. identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; 3.9.A B. identify figures such as Helen Keller, Clara Barton, and Ruby Bridges who exemplify good citizenship; 3.9.B C. identify and describe individual acts of civic responsibility, including obeying laws, serving and improving the community, serving on a jury, and voting; 3.9.C D. identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good; and 3.9.D use voting as a method for group decision making. 3.9.E

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The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to: 3.10	**A.** explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and 3.10.A **B.** compare ethnic and/or cultural celebrations in the local community with other communities. 3.10.B
The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to: 3.11	**A.** identify and describe the heroic deeds of state and national heroes and military and first responders such as Hector P. Garcia, James A. Lovell, and the Four Chaplains; and 3.11.A **B.** identify and describe the heroic deeds of individuals such as Harriet Tubman, Todd Beamer, and other contemporary heroes. 3.11.B
The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities. 3.12	**12.** The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to identify how various writers and artists such as Kadir Nelson, Tomie dePaola, Carmen Lomas Garza, and Laura Ingalls Wilder and their stories, poems, statues, and paintings contribute to the cultural heritage of communities. 3.12
The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to: 3.13	**A.** identify individuals who have discovered scientific breakthroughs or created or invented new technology such as Jonas Salk, Cyrus McCormick, Bill Gates, Louis Pasteur, and others; and 3.13.A **B.** describe the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities. 3.13.B
The student applies critical-thinking skills to or inf	**A.** gather information, including historical and current events and geographic data, about the community using a variety of resources; 3.14.A

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from a variety of valid sources, including technology. The student is expected to: 3.14	**B.** differentiate and compare the information about a specific issue or event provided in primary and secondary sources; 3.14.B
	C. interpret oral, visual, and print material by sequencing, categorizing, identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, comparing, and contrasting; 3.14.C
	D. interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; 3.14.D
	E. identify the central claim in a primary or secondary source; and 3.14.E
	F. develop and communicate a claim and supporting evidence visually, orally, or in writing related to a social studies topic. 3.14.F
The student communicates in written, oral, and visual forms. The student is expected to: 3.15	**A.** use social studies terminology correctly; 3.15.A
	B. create and interpret timelines; 3.15.B
	C. apply the terms year, decade, and century to describe historical times; 3.15.C
	D. express ideas orally based on knowledge and experiences; 3.15.D
	E. create written and visual material such as stories, pictures, maps, and graphic organizers to express ideas; and 3.15.E
	F. apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives. 3.15.F
The student uses problem-solving and decision-making skills, working independently and with others. The student is expected to: 3.16	**A.** use democratic procedures to simulate making decisions on school, local, or state issues; and 3.16.A
	B. use problem-solving and decision-making processes to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution. 3.16.B