



BROWNELL TALBOT

Third Grade Prioritized Social Studies Standards

The scope and sequence of standards listed are from the NCSS (National Council of Social Studies). The NCSS standards guide teachers in providing students the content knowledge, intellectual skills, and civic values necessary for fulfilling the duties of citizenship in a participatory democracy. Lower School unit concepts (i.e. geography, citizenship, government, community, cultural diversity, and Nebraska history) connect to each of the NCSS themes and spiral from year to year, increasing in complexity and application of understanding through a variety of projects.

CULTURE

- Understand “culture” refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people
- Understand concepts such as: similarities, differences, beliefs, values, cohesion, and diversity
- Understand how cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living
- Understand how culture may change in response to changing needs and concerns
- Understand how individuals learn the elements of their culture through interactions with other members of the culture group
- Understand how peoples from different cultures develop different values and ways of interpreting experience
- Ask and find answers to questions related to culture in the contexts of school, community, state, and region
- Give examples of how information and experiences may be interpreted differently by people from different cultural groups
- Describe the value of both cultural unity and diversity within and across groups

TIME, CONTINUITY, & CHANGE

- Understand the study of the past is the story of communities, nations, and the world
- Understand key concepts such as: past, present, future, similarity, difference, and change
- Use a variety of sources to learn about the past; Identify examples of both continuity and change, as depicted in stories, photographs, and documents

PEOPLE, PLACES, & ENVIRONMENTS

- Understand the theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings
- Understand concepts such as: location, direction, distance, and scale
- Understand physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment
- Understand physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals
- Understand factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs
- Understand tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments
- Ask and find answers to geographic questions related to the school, community, state, region, and world
- Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies

INDIVIDUAL DEVELOPMENT & IDENTITY

- Understand physical, intellectual, and emotional growth affect individual identity, growth, and interactions with others
- Understand people's interactions with their social and physical surroundings influence individual identity and growth
- Ask and find answers to questions about how individual identity forms and changes
- Describe their personal characteristics, including their interests, capabilities, and perceptions

INDIVIDUALS, GROUPS, & INSTITUTIONS

- Understand concepts such as: community, culture, role, competition, cooperation, rules, and norms
- Understand characteristics that distinguish individuals
- Understand that individuals, groups, and institutions share common elements and also have unique characteristics
- Understand the impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives
- Understand how the rules and norms of groups to which they belong impact their lives
- Provide examples of the role of institutions in furthering both continuity and change
- Gather information about groups in their school through such tools as surveys and interviews

POWER, AUTHORITY, & GOVERNANCE

- Understand rules and laws can serve to support order and protect individual rights
- Understand fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state
- Understand fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity
- Understand the basic elements of government in the United States: executive, legislative, and judicial authority
- Understand the ways in which governments meet the needs and wants of citizens
- Ask and find answers to questions about power, authority, and governance in the school, community, and state
- Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society

GLOBAL CONNECTIONS

- Understand global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel)
- Ask and find answers to questions about the connections we have to other people and places around the globe

CIVIC IDEALS & PRACTICES

- Participating in civic discussion and action about a school or community issue
- Writing reports, letters, or brief position statements to describe an issue, actions to address it, and reasons for supporting a particular position over others
- Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond
- Identify and exercise the rights and responsibilities of citizens
- Develop a position on a school or local issue, and defend it with evidence