

Best Standards-Based Technology Integration Practices for 21st Century Classrooms

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21st CENTURY Social Studies

Third Grade Social Studies Content Standards and Objectives

Third grade Social Studies presents a study of the broader community to introduce state and nation. Students explain community changes due to technology, human interaction with the environment and the movement of people. Students practice citizenship in the school and community and study government at local, state and national levels. The basic economic concepts of supply and demand, taxation and budgeting within the context of the community will be introduced. The objectives for elementary West Virginia Social Studies may be integrated throughout the K-4 curriculum.

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 3	Social Studies
Standard: 1	Citizenship
SS.S.03.01	Students will <ul style="list-style-type: none">characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

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Performance Descriptors (SS.PD.03.1)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level in citizenship predict and recommend behaviors appropriate for good citizenship in different situations and justify why behaviors of honesty, fairness, and justice apply in different situations. They compare and contrast the impact and roles of a group working together in relationship to individuals working alone. They interpret the meanings of patriotic symbols, holidays, and celebrations and research roles of famous people. They summarize the purpose of the common good and justify showing respect and protection of minorities.	Third grade students performing at the above mastery level in citizenship generate examples of good citizenship in all areas and demonstrate honesty, fairness, and justice in the school environment. They justify the importance of working in a group as compared to an individual working alone. They examine the purposes for patriotic symbols, holidays, and celebrations and the roles of famous people. They explain the purposes of the common good and of respect and protection of minorities.	Third grade students performing at the mastery level in citizenship model good citizenship in classroom, school, and community and practice principles of honesty, fairness, and justice. They examine the impact that groups can make in a community as compared to individuals working alone. They research community opportunities for volunteerism, choose a program, and work to accomplish its goals. They explain the significance of patriotic symbols and famous people. They identify examples of the common good and the importance of respect and protection of minorities.	Third grade students performing at the partial mastery level in citizenship give examples of good citizenship in the classroom, school, and community and describe honesty, fairness, and justice. They explain how working as a group accomplishes goals better than individuals working alone. They give examples of patriotic symbols and famous people. They define the common good and recognize respect for minorities.	Third grade students performing at the novice level in citizenship identify examples of good citizenship in the classroom and school. They define honesty, justice and fairness. They explain how working as a group helps to accomplish a goal. Students recognize patriotic symbols and famous people. They define common good and recognize examples of minorities.
Objectives	Students will			
SS.O.03.01.01	identify and practice principles of honesty, fairness and justice in experiences at home, school and in the community.			
SS.O.03.01.02	describe and model the personal and civic responsibilities of good citizenship in the classroom, school and community.			
SS.O.03.01.03	explain the significance of patriotic symbols, holidays, celebrations and famous people.			
SS.O.03.01.04	recognize the importance of respect and protection of minorities.			
SS.O.03.01.05	give examples of how people working together can accomplish goals that individuals working alone cannot.			
SS.O.03.01.06	examine the impact that groups can make in a community.			
SS.O.03.01.07	identify examples of concepts of the common good (what is best for the most people).			
SS.O.03.01.08	choose a volunteer program and work independently and cooperatively to accomplish its goals.			

Grade 3	Social Studies			
Standard: 2	Civics/Government			
SS.S.03.02	Students will <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). • analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs). 			
Performance Descriptors (SS.PD.03.2)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level in civics predict the importance of government in different settings, produce criteria to evaluate rules and laws, and prioritize the responsibilities of the three levels of government. They validate commonly held principles and beliefs that unite citizens.	Third grade students performing at the above mastery level in civics defend the importance of government in different settings, analyze criteria to evaluate rules and laws, and categorize the responsibilities of the three levels of government. They examine commonly held principles and beliefs that unite citizens.	Third grade students performing at the mastery level in civics evaluate the importance of government in different settings, apply criteria to evaluate rules and laws, and identify the responsibilities of the three levels of government. They explain how commonly held principles and beliefs unite citizens.	Third grade students performing at the partial mastery level in civics recognize the importance of government in different settings, list criteria to evaluate rules and laws, and match responsibilities to the three levels of government. They illustrate how commonly held principles and beliefs unite citizens.	Third grade students performing at the novice level in civics describe government in different settings, match criteria to rules and laws, and discuss responsibilities of the three levels of government. They understand that commonly held principles and beliefs unite citizens.
Objectives	Students will			
SS.O.03.02.01	evaluate the importance of government in the classroom, school, community and state.			
SS.O.03.02.02	explain that citizens are united by commonly held principles and beliefs.			
SS.O.03.02.03	identify the three levels (local, state, federal) of government and the responsibilities of each level.			
SS.O.03.02.04	define major rule and give examples of that concept in a democracy.			
SS.O.03.02.05	apply criteria in evaluating rules and laws (e.g., strengths and weaknesses, design and purpose, enforcement, bias).			

Grade 3	Social Studies			
Standard: 3	Economics			
SS.S.03.03	Students will <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies). 			
Performance Descriptors (SS.PD.03.03)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Third grade students performing at the distinguished level in economics organize information from a variety of sources, such as maps, graphs, and tables to choose a product and explain how it affects an individual economically. They summarize factors contributing to supply and demand. They convince others of the importance of using banks.</p>	<p>Third grade students performing at the above mastery level in economics evaluate the correlation between demand for raw materials and products and production and supply. They defend reasons that budgeting can help individuals and the ways in which banks can help people with their budgets. Students evaluate public services that use tax money in terms of the impact on their own lives.</p>	<p>Third grade students performing at the mastery level in economics characterize the concept of scarcity by citing examples. construct and interpret graphs, charts, maps and other data sources to illustrate the use of resources and supply and demand. and examine how advertising increases the demand for products. They analyze the need explain why budgeting is important and summarize how banks function for individuals. They compare and contrast various occupations and their economic impact on individuals. They analyze the need for taxation to support public services. They illustrate how a raw material becomes a final product.</p>	<p>Third grade students performing at the partial mastery level in economics give examples of scarce products and products in demand. They restate the concept of raw materials to finished products. Students discuss the concept of a budget and its importance. They give examples of occupations that relate personally to them. They describe public services.</p>	<p>Third grade students performing at the novice level in economics define the terms supply and demand. They match raw materials with finished products. They describe a budget. Students describe occupations in the community and define and name public services in their community.</p>

Objectives	Students will			
SS.O.03.03.01	characterize the concept of scarcity by citing examples of limited supplies and scarce resources.			
SS.O.03.03.02	explain why budgeting is an important life skill.			
SS.O.03.03.03	illustrate the basic concept of supply and demand.			
SS.O.03.03.04	compare and contrast various occupations and their economic impact.			
SS.O.03.03.05	summarize how banks serve as intermediaries between savers and borrowers.			
SS.O.03.03.06	analyze the relationship between government taxation and the provision of public services (e.g., policemen, firemen, teacher, libraries, public schools).			
SS.O.03.03.07	illustrate the path of a product from the raw material to the final product (e.g., cotton to sweater, coal to electricity).			
SS.O.03.03.08	correlate competition for products with increases in advertising.			
SS.O.03.03.09	construct and interpret graphs, charts, maps and other data sources to illustrate the use of resources, the demand for products and the supply of goods and services.			
Grade 3	Social Studies			
Standard: 4	Geography			
SS.S.03.04	<p>Students will</p> <ul style="list-style-type: none"> interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 			
Performance Descriptors (SS.PD.03.04)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level in geography apply data from maps and globes and develop their own charts, graphs, and timelines. Students choose a point or area on a map and use the longitude and latitude lines to identify the location and relate the location to cardinal directions, borders, equator, poles and time zones. Students examine how different groups of people in the country make a living from their environment and debate if people have made efforts to keep the environment clean. Students analyze ways people have affected and are affected by elements of the environment.	Third grade students performing at the above mastery level in geography locate West Virginia by shape and relative location on a United States map. They locate other world regions and relate each location to the United States on a world map or globe. They illustrate major geographic features found on maps and globes. They construct a class or school map to scale using a compass rose and a map legend. They give examples and discuss the need for basic natural resources and examine the processes that have caused major communities in the county and state to change.	Third grade students performing at the mastery level in geography interpret data from maps, globes, charts, graphs, and timelines and locate borders, longitude and latitude lines, equator, poles, and time zones on a map. Students locate the states and capitals of the United States. Students relate how people affect and are affected by elements of the environment. Students describe how people make a living from the environment and how they can keep the environment clean.	Third grade students performing at the partial mastery level in geography locate data from maps, globes, charts, graphs, timelines, borders, longitude and latitude lines, equator, poles, and time zones on a map. Students locate their state and capital and the bordering states. They tell how people affect their environment. They give examples of ways a person can make a living from their environment and ways to keep the environment clean.	Third grade students performing at the novice level in geography recognize West Virginia and the United States as the state and country in which they live. They list kinds of geographic features found within the state of West Virginia. They label the directions on a compass rose and identify common map symbols found on a map. They recognize a change that has occurred in the county or state.

Objectives	Students will
SS.O.03.04.01	construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).
SS.O.03.04.02	locate north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.
SS.O.03.04.03	recognize world geographic features (e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, oases).
SS.O.03.04.04	name and locate states and capitals of the United States.
SS.O.03.04.05	compare and contrast climate, weather and location with regard to people's clothing, food, shelter and jobs.
SS.O.03.04.06	relate how people affect and are affected by the various elements of the environment (e.g., water, soil, weather, climate, topography)
SS.O.03.04.07	describe how people in the community make their living from the environment and give examples of activities that individuals can do to keep the environment clean.
SS.O.03.04.08	construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g., population, products, climate).
Grade 3	Social Studies
Standard: 5	History
SS.S.03.05	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). and examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).

Performance Descriptors (SS.PD.03.05)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Third grade students performing at the distinguished level in history compare and contrast the lives of famous Americans, customs, and traditions. They debate the historical significance of major events, people, and their contributions to the U.S. and formulate historical inferences by critiquing artifacts and pictures. They evaluate and explain the settlement of a community/region using primary sources and construct a timeline depicting the events leading up to that settlement. Students debate the similarities and differences between present cultures and other historical periods and justify their findings. They argue the importance of respect for diversity in others. Assessing current events, they formulate solutions to problems.</p>	<p>Third grade students performing at the above mastery level in history summarize and write about the lives of famous Americans, customs, and traditions. They assess the historical significance of major events, people, and their contributions to the U.S. and make historical inferences by researching artifacts and pictures. They model the settlement of a community/region using primary sources and construct a representative timeline. Students construct a graphic organizer depicting the similarities and differences between present cultures and other historical periods. They demonstrate the importance of respect for diversity in others. They make predictions based on current events.</p>	<p>Third grade students performing at the mastery level in history research the lives of famous Americans, customs, and traditions. They discuss the historical significance of major events, people, and their contributions to the U.S. and make historical inferences by analyzing artifacts and pictures. They research the settlement of a community/region using primary sources and construct a representative timeline. Students compare/contrast present cultures to those of other historical periods. They explain the importance of respect for diversity in others. They discuss and draw conclusions about current events.</p>	<p>Third grade students performing at the partial mastery level in history define and explain the lives of famous Americans, customs, and traditions. They recognize the historical significance of major events, people, and their contributions to the U.S. and match historical artifacts and pictures to plausible inferences. They examine the settlement of a community/region and construct a representative timeline. Students recognize similarities and differences between present cultures and those of other historical periods. They discuss different elements of diversity in others and examine the importance of respect. They discuss current events.</p>	<p>Third grade students performing at the novice level in history discuss the lives of famous Americans, customs, and traditions. They examine the historical significance of major events, people, and their contributions to the U.S. and recognize historical artifacts and pictures. They discuss the settlement of a community/region and the timeline of its development. Students list characteristics of present cultures and those of other historical periods. They describe elements of diversity in others and identify the importance of respect. They examine current events.</p>

Objectives	Students will
SS.O.03.05.01	discuss the historical significance of major events, people and their contributions to the United States (e.g., Pilgrims, George Washington, American Revolution, Abe Lincoln, Civil War, Columbus, Native Americans, Rosa Parks, Martin Luther King, Jr.).
SS.O.03.05.02	research the settlement of a community/region and construct a timeline representing the settlement of a community/region using primary sources (e.g. publications, maps, journals, letters, etc.)
SS.O.03.05.03	compare and contrast present cultures to the cultures of people of other historical time periods (e.g., source of food, clothing, shelter, products used).
SS.O.03.05.04	make historical inferences by analyzing artifacts and pictures.
SS.O.03.05.05	discuss and draw conclusions about current events.
SS.O.03.05.06	research the lives of famous Americans, customs and traditions using various forms of literature (e.g., presidents, inventors, explorers, civil rights leaders, artists, writers).
SS.O.03.05.07	explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others.
SS.O.03.05.08	compare and contrast different stories or accounts about past events, people, places or situations and identify how they contribute to our understanding of the past.
SS.O.03.05.09	discuss and sequentially organize a series of pictures that reflect historic change (e.g., transportation, technology, agriculture, events in history).
SS.O.03.05.10	organize information from various reference sources to prepare short reports and presentations.
Grade 3	Social Studies
Standard: 6	Reading
SS.S.03.06	<p>Students will</p> <ul style="list-style-type: none"> • use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. Infer main idea or purpose of content. • draw generalizations and conclusions about people, ideas and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>