

# 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](#)

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

Complexity a

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

Complexity b

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

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](#)
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## 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**

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### 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**

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**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

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**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
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## 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

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### 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
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## 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
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## 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

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**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

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**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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## Financial Literacy

### 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

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### 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