

# FLINT RIVER ACADEMY SOCIAL STUDIES STANDARDS Third Grade

## THIRD GRADE

### OUR DEMOCRATIC HERITAGE

In third grade, students conclude their introduction to United States history by studying the origins of American democracy. The historical strand compares ancient Greek democracy in Athens with that of the United States, and introduces selected Americans who have been important in ensuring our rights. The geography strand relates primarily to the people discussed in the history strand. In the government strand, students begin the study of the foundations of a republican form of government. The economics strand continues the introduction of basic economics concepts.

#### Historical Understandings

**1. The student will explain the political roots of our modern democracy in the United States of America.**

- a. Identify the influence of Greek architecture (columns on the Parthenon, U. S. Supreme Court building), law, and the Olympic Games on the present.
- b. Explain the ancient Athenians' idea that a community should choose its own leaders.
- c. Compare and contrast Athens as a direct democracy with the United States as a representative democracy.

**2. The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.**

- a. Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and César Chávez (workers' rights).
- b. Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.

#### Geographic Understandings

**3. The student will locate major topographical features.**

- a. Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson.
- b. Identify major mountain ranges of the United States of America: Appalachian, Rocky.
- c. Locate the Equator, Prime Meridian, and lines of latitude and longitude on a globe.
- d. Locate Greece on a world map.

**4. The student will use cardinal directions, map scales, legends and titles on maps to locate information.**

**5. The student will describe the cultural and geographic systems associated with the historical figures.**

- a. Identify on a political map specific locations significant to the life and times of these historical figures.
- b. Describe how place (physical and human characteristics) had an impact on the lives of these historical figures.
- c. Describe how each of these historical figures adapted to and was influenced by his/her environment.
- d. Trace examples of travel and movement of these historical figures and their ideas across time.
- e. Describe how the regions in which these historical figures lived affected their lives and had an impact on their cultural identification.

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## Government/Civic Understandings

**6. The student will explain the importance of the basic principles that provide the foundation of a republican form of government.**

- a. Explain why in the United States there is a separation of power between branches of government and levels of government.
- b. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, county commission or city council).
- c. State an example of the responsibilities of each level and branch of government.

**7. The student will discuss the character of different historical figures.**

- a. Describe how the different historical figures display positive character traits of cooperation, diligence, courage, and leadership.
- b. Explain how the historical figures used positive character traits to support their beliefs in liberty, justice, tolerance, and freedom of conscience and expression.
- c. Explain how the historical figures chose when to respect and accept authority.

## Economic Understandings

**8. The student will describe the four types of productive resources:**

- a. Natural (land)
- b. Human (labor)
- c. Capital (capital goods)
- d. Entrepreneurship (used to create goods and services)

**9. The student will explain that governments provide certain types of goods and services in a market economy, and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.**

**10. The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.**

- a. Describe the interdependence of consumers and producers of goods and services.
- b. Describe how goods and services are allocated by price in the marketplace.
- c. Explain that some things are made locally, some elsewhere in the country, and some in other countries.
- d. Explain that most countries create their own currency for use as money.

**11. The student will describe the costs and benefits of personal spending and saving choices.**

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**Flint River Academy  
3<sup>rd</sup> Grade  
Social Studies Curriculum Map**

1 <sup>st</sup> Nine Weeks			2 <sup>nd</sup> Nine Weeks		3 <sup>rd</sup> Nine Weeks		4 <sup>th</sup> Nine Weeks	
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
Celebrate Freedom and Greece	Maps and Globes	Topographical Features	Jamestown and Moving West	Immigration and Migration	Economic Understanding	Government	Government	Famous Americans For Rights and Freedom
2 weeks	3 weeks	4 weeks	4 weeks	5 weeks	6 weeks	3 weeks	4 weeks	5 weeks