

## 2011 Minnesota K-12 Academic Standards in Social Studies.

3rd Grade		
Strand	Code	Benchmark
Citizenship & Government	3.1.1.1.1	Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need.
Citizenship & Government	3.1.2.3.1	Explain the importance of civic discourse (including speaking, listening, voting and respecting diverse viewpoints) and the principles of majority rule and minority rights.
Citizenship & Government	3.1.4.6.1	Describe the importance of the services provided by the government; explain that they are funded through taxes and fees.
Citizenship & Government	3.1.4.6.2	Identify the three branches of government (executive, legislative, and judicial) and their primary functions.
Economics	3.2.1.1.1	Identify possible short- and long-term consequences (costs and benefits) of different choices.
Economics	3.2.2.2.1	Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.
Economics	3.2.4.5.1	Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service.
Economics	3.2.4.5.2	Explain that consumers have two roles—as sellers of resources and buyers of goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources.

Geography	3.3.1.1.1	Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one's community, the state of Minnesota, the United States or the world.
Geography	3.3.1.1.2	Create and interpret simple maps of places around the world, local to global; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.
Geography	3.3.3.6.1	Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world.
Geography	3.3.3.8.1	Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.
History	3.4.1.1.1	Reference different time periods using correct terminology, including the terms decade, century and millennium.
History	3.4.1.1.2	Create timelines of important events in three different time scales—decades, centuries and millennia.
History	3.4.1.2.1	Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent.
History	3.4.1.2.2	Compare and contrast two different accounts of an event.
History	3.4.1.2.3	Compare and contrast various ways that different cultures have expressed concepts of time and space.
History	3.4.2.3.1	Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.
History	3.4.2.5.1	Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them.

History	3.4.3.7.1	Explain how the environment influenced the settlement of ancient peoples in three different regions of the world. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE—2000 BCE)
History	3.4.3.8.1	Identify methods of communication used by peoples living in ancient times in three different regions of the world. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE—600 CE)
History	3.4.3.9.1	Compare and contrast daily life for people living in ancient times in at least three different regions of the world. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE—1450 CE)