

**Kansas City, Kansas Public Schools Unified District #500**  
**Grade 3 Social Studies Standards**

**Standard - 1: Civics-Government**

The student uses a working knowledge and understanding of governmental systems of Kansas and the United States and other nations with an emphasis on the United States Constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges, and responsibilities of becoming active participants in our representative democracy.

*Grade 3 Benchmarks*

- 3.1.1 (C3B1) The student understands the rule of law as it applies to individuals; family; school; local, state, and national governments.
- 3.1.1.1 (C3B1I1) (K) explains the purpose of rules and laws and why they are important in a *community*.
- 3.1.1.2 (C3B1I2) (K) explains the necessity of rules in order to provide public safety in a free and orderly society.
- 3.1.2 (C3B2) The student understands the shared ideals and diversity of American society and political culture.
- 3.1.2.1 (C3B2I1) (K) understands that *civic values* are influenced by people's beliefs and *needs* (e.g., need for safety, health, and well-being).
- 3.1.3 (C3B3) The student understands how the United States Constitution allocates power and responsibility in the government.  
*Benchmark assessed at another grade level.*
- 3.1.4 (C3B4) The student identifies and examines the rights, privileges, and responsibilities in becoming an active civic participant.
- 3.1.4.1 (C3B4I1) (K) recognizes that citizenship has *rights, privileges, and civic responsibilities* (e.g., *community service, voting, treating others with respect*).
- 3.1.4.2 (C3B4I2) **S** (K) understands the importance of communicating ideas to community leaders (e.g., expressing the need for a new *town park, expressing concern over a landfill, requesting recycling programs*).
- 3.1.5 (C3B5) The student understands various systems of governments and how nations and international organizations interact.
- 3.1.5.1 (C3B5I1) (K) defines *government* as people or groups who make, apply, and enforce rules and laws for others within a family, school, or community.
- 3.1.5.2 (C3B5I2) (K) identifies people or groups who make, apply, and enforce rules or laws within a family, school or *community* (e.g., parent/guardian, police, mayor, governor, president).

**Standard - 2: Economics**

The student uses a working knowledge and understanding of major economic concepts, issues, and systems, applying decision-making skills as a consumer, producer, saver, investor, and citizen of Kansas and the United States living in an interdependent world.

*Grade 3 Benchmarks*

- 3.2.1 (E3B1) The student understands how limited resources require choices.
- 3.2.1.1 (E3B1I1) **S** (K) knows that there are not enough available resources to satisfy all *wants for goods and services*.
- 3.2.2 (E3B2) The student understands how the market economy works in the United States.
- 3.2.2.1 (E3B2I1) **S** (A) identifies and gives examples of markets that occur when buyers and

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- (E3B2I1) sellers exchange *goods* and *services* in the *community*.
- 3.2.3 (E3B3) The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.
- 3.2.3.1 (E3B3I1) **S** (K) knows that when *borrowing* money the *consumer* is receiving *credit* that must be repaid.
- 3.2.4 (E3B4) The student analyzes the role of the government in the economy.
- 3.2.4.1 (E3B4I1) **S** (A) lists *goods* and *services* in the *community* that are paid for by taxes (e.g., roads, parks, schools, fire protection).
- 3.2.5 (E3B5) The student makes effective decisions as a consumer, producer, saver, investor, and citizen.
- 3.2.5.1 (E3B5I1) **S** (A) analyzes how *needs* and *wants* are met through *spending* and saving decisions.
- 3.2.5.2 (E3B5I2) **S** (K) identifies consequences of *borrowing* and *lending*.
- 3.2.5.3 (E3B5I3) **S** (A) gives an example of *income* and how the money was spent or saved.

**Standard - 3: Geography**

The student uses a working knowledge and understanding of the spatial organization of Earth's surface and relationships between peoples and places and physical and human environments in order to explain the interactions that occur in Kansas, the United States, and in our world.

*Grade 3 Benchmarks*

- 3.3.1 (G3B1) **Geographic Tools and Location:** The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.
- 3.3.1.1 (G3B1I1) **S** (A) applies *geographic tools*, including grid systems, symbols, *legends*, *scales* and a *compass rose* to construct and interpret maps.
- 3.3.1.2 (G3B1I2) (A) uses a data source as a tool (e.g., graphs, charts, tables).
- 3.3.1.3 (G3B1I3) **S** (A) identifies and gives examples of the difference between political and *physical features* on a map.
- 3.3.1.4 (G3B1I4) **S** (K) locates the oceans and continents (e.g., Pacific, Atlantic, Arctic, and Indian Ocean; North America, South America, Asia, Australia, Europe, Africa, Antarctica).
- 3.3.1.5 (G3B1I5) (A) compares characteristics of urban, suburban, and rural areas.
- 3.3.1.6 (G3B1I6) **S** (A) discusses reasons for the particular *locations* in a *community* are used for certain human activities (e.g., residential, commercial, industrial, transportation, recreation, agricultural).
- 3.3.1.7 (G3B1I7) **S** (K) locates major political features (e.g., Los Angeles, New York City, Denver, Chicago, his/her county, his/her neighboring towns, his/her county seat).
- 3.3.2 (G3B2) **Places and Regions:** The student analyzes the spatial organization of people, places, and environments that form regions on the Earth's surface.
- 3.3.2.1 (G3B2I1) **S** (A) identifies the physical characteristics of the local *community* (e.g., landforms, bodies of water, *natural resources*, weather, season).

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- 3.3.3 (G3B3)      **Physical Systems:** The student understands Earth's physical systems and how physical processes shape Earth's surface.
- 3.3.3.1 (G3B3I1)      **S** (A) compares various *ecosystems* in the *community* (e.g., *locations* and characteristics of plant and animal life).
- 3.3.4 (G3B4)      **Human Systems:** The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
- 3.3.4.1 (G3B4I1)      **S** (A) examines how people in their *community* interact with people in other communities in Kansas.
- 3.3.5 (G3B5)      **Human-Environment Interactions:** The student understands the effects of interactions between human and physical systems.
- 3.3.5.1 (G3B5I1)      **S** (A) discusses the consequences of human modifications in their *community* on the environment over time (e.g., flood control, mining, farming, chemical uses, community development, transportation).
- 3.3.5.2 (G3B5I2)      **S** (K) identifies ways in which human activities are impacted by the physical environment (e.g., types of housing, agricultural activities, fuel *consumption*, clothing, recreation, jobs, *resource* availability).

**Standard - 4: Kansas, United States, and World History**

The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

*Grade 3 Benchmarks*

- 3.4.1 (H3B1)      The student understands the significances of important individuals and major developments in history.
- 3.4.1.1 (H3B1I1)      (A) researches the contribution of historical and current day individuals significant in his/her *community*.
- 3.4.2 (H3B2)      The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.
- 3.4.2.1 (H3B2I1)      **S** (A) compares life in his/her *community* with another community (e.g., population/location, jobs, customs, history, natural *resources*, ethnic groups, local government).
- 3.4.2.2 (H3B2I2)      **S** (A) retells the history of the community using local documents or *artifacts*.
- 3.4.3 (H3B3)      The student understands the significance of events, holidays, documents, and symbols that are important to Kansas, the United States, and World history.
- 3.4.3.1 (H3B3I1)      (K) explains customs related to holidays and ceremonies celebrated by specific cultural groups in Kansas (e.g., Christmas, Cinco de Mayo, Hanukkah, Kwanzaa, Lunar New Year, Ramadan, St. Lucia, St. Patrick's Day).
- 3.4.3.2 (H3B3I2)      (K) locates and explains the importance of landmarks and historical sites within the local *community* or his/her region of Kansas.
- 3.4.3.3 (H3B3I3)      (K) describes various *cultures* by studying dance, music, *folklore*, and arts of *ethnic groups* within his/her community or *region* of Kansas.
- 3.4.4 (H3B4)      The student engages in historical thinking skills.
- 3.4.4.1 (H3B4I1)      **S** (A) creates and uses timelines to illustrate a *community's* history.

**Legend: S:State N:National L:Local**

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- 3.4.4.2 (H3B4I2) traces the production, *distribution*, and *consumption* of a particular good in the state or *region*
- 3.4.4.3 (H3B4I3) (A) uses information to frame important historical questions.
- 3.4.4.4 (H3B4I4) **S** (A) observes and draws conclusions in his/her own words.
- 3.4.4.5 (H3B4I5) (A) identifies and compares information from *primary* and *secondary sources*.
- 3.4.4.6 (H3B4I6) (A) uses research skills (e.g., selects relevant information, organizes and shares information in his/her own words, discusses ideas, formulates broad and specific questions at both the knowledge and comprehension level, with help knows there are different formats of information, and records information).