

**BEMIDJI AREA SCHOOLS**  
**SOCIAL STUDIES LEARNER OUTCOMES**  
**THIRD GRADE**

**III. WORLD HISTORY**

**A. Family Life Today and In the Past**

Standard: The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.

The student will:

1. Compare family life in his/her own community from earlier times and today.
2. Compare family life in at least three distant places and times.  
Examples:
  - City of Lagos in the African kingdom of Benin or Timbuktu in the kingdom of Mali
  - Eastern European shtetl or Sami village in Finnmark
  - Mongol village
3. Compare technologies from earlier times and today, and identify the impact of invention on historical change.

**III. WORLD HISTORY**

**B. Civilizations in World History**

Standard: The student will demonstrate knowledge of the historical development of past cultures around the world.

The student will:

1. Demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.  
Examples:
  - China, Persia
  - Egypt
  - Aztec, Inca, Athenian
  - Rome, Ghana, Mali

**III. WORLD HISTORY**

**C. Famous People in World History**

Standard: The student will recognize individuals or groups that have shaped the world.

The student will:

1. Become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.

Examples:

- Leonardo da Vinci
- Michelangelo
- Johann Gutenberg
- Jonas Salk
- William Shakespeare
- Mahatma Ghandi
- Marie Curie

#### **IV. HISTORICAL SKILLS**

##### **B. Historical Resources**

Standard: The student will understand that we can learn about the past from different sorts of evidence.

The student will:

1. Compare different kinds of historical sources and describe the different sorts of information the sources provide.

Examples:

- Archeological and geological evidence
- Documents such as diaries, letters, and newspapers
- Visual and mathematical graphics such as tables, flow charts, graphs
- Legends and mythology
- Oral traditions
- Maps
- Songs, art, photographs, and architecture
- Artifacts such as toys, clothing, furniture, tools

#### **V. GEOGRAPHY**

##### **A. Concepts of Location**

Standard: The student will demonstrate working knowledge of the cardinal directions.

The student will:

1. Use cardinal and intermediate directions to locate places.  
Example: Students will describe the directional relationships between home and places studied (N, NE, E, SE, S, SW, W, NW)

## V. GEOGRAPHY

### B. Maps and Globes

Standard: The student will use and create maps and globes to locate people, places and things.

The student will:

1. Locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above.  
Example: Find their desk in a map of their classroom
2. Recognize and locate the outline shape of the state of Minnesota on a map/globe.  
Example: Point to or mark Minnesota on a political map.
3. Create and interpret simple maps using the map elements of title, direction, symbols, and a map key or legend.  
Example: Make a map to illustrate a topic in history or a story from the reading curriculum
4. Locate the continents and oceans on a map of the world and a globe.
5. Recognize the outline shape of the contiguous United States.
6. Recognize the outline shapes of countries and locate cultures and civilizations studied in history.  
Example: Mark or point to Canada, Mexico, Egypt, China, India and Japan on a world map and a globe

## V. GEOGRAPHY

### B. Maps and Globes

Standard: The student will use maps and globes to demonstrate specific geographical knowledge.

The student will:

1. Locate on a map the major world countries, states and major cities of the United States.  
Examples:
  - Ancient civilizations
  - Capitals of major countries
  - Largest cities in the United States
2. Use an atlas to locate geographic information.  
Example: Use index to find latitude and longitude of places and find those places on a map in the atlas

## **V. GEOGRAPHY**

### **C. Physical Features and Processes**

Standard: The student will identify specific landforms and waterways on a map using geographical terms.

The student will:

1. Locate major river systems and mountain ranges on continents studied.  
Examples: Major U.S. river and mountain ranges and others such as the Nile River, Mekong River, Himalayan Mountains, Alps
2. Explain and use introductory geographical terms.  
Examples: tributary, boundary, island, hill, plain, lake, river, ocean

## **VI. ECONOMICS**

### **B. Producers and Consumers**

Standard: The student will understand the relationship between consumers and producers in regards to goods and services.

The student will:

1. Distinguish between producers and consumers and between goods and services.  
Examples:
  - Farmer vs. Dinner at restaurant
  - Hamburger vs. Haircut
2. Recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.  
Examples: Trees for paper, people, scissors

## **VII. GOVERNMENT AND CITIZENSHIP**

### **A. Civic Values, Skills, Rights and Responsibilities**

Standard: The student will describe civic values, rights and responsibilities in a republic.

The student will:

1. Demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life.  
Examples: Patriotism, liberty, self- reliance, cooperation, responsibility, honesty, justice, courage, self- discipline
2. Students will explain the rights and responsibilities of people living in

a democracy, including the principle of majority rule and minority rights.

Examples: Inalienable rights to life, liberty and the pursuit of happiness; freedom of speech, right to vote, right to run for office, freedom of religion, right to be treated fairly, respect the rights and property of others, obey rules and laws, be informed, care for your community know your rights, work hard, take care of yourself and family

## **VII. GOVERNMENT AND CITIZENSHIP**

### **C. Roots of the Republic**

Standard: The student will understand the importance of key founding documents of the U. S.

The student will:

1. Identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.

## **VII. GOVERNMENT AND CITIZENSHIP**

### **C. Roots of the Republic**

Standard: The student will become familiar with statesmen and their leadership and guidance of the republic.

The student will:

1. Identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.