



Parent Guide: Third Grade

FOCUS STANDARD 3: SOCIETIES ARE SHAPED BY THE IDENTITIES, BELIEFS, AND PRACTICES OF INDIVIDUALS AND GROUPS.

CONTENT

(Class content may vary as it is a part of the curriculum developed by your school and not prescribed by the state of Kansas.)

Third grade content focuses on Communities and local history and that **Societies are shaped by the identities, beliefs, and practices of individuals and groups.** Students will study the role of societal change due to individual and group identities, beliefs, and practices through the major social studies disciplines of history, geography, economics, and civics/government



Students Should Understand That . . .

- Identities are who we are, the way we think about ourselves, and how we view the world.
- Beliefs are considered or accepted by individuals as true, and impact behaviors and reactions.
- Practices are the actual application of identities, beliefs, and ideas on real-world issues.

CONCEPTS/IDEAS

The following are concepts and ideas that your child may encounter at this grade level.

hometown, major cities, early settlers, entrepreneurs, local events, culture, civic values and duties, local government, common good, volunteering, identities, beliefs, practices, rights and responsibilities, community service, state constitution, bias, community, immigration, geographic tools, physical and political features, rural, suburban, urban, population density, human characteristics, limited resources, market economy, opportunity cost, economic specialization, trade, borrowing and lending, credit, taxes, spending and saving

QUESTIONS YOU MIGHT ASK YOUR CHILD

How are all your friends different?

Do people always do what they say they are going to do? Why do you think that is?



Competencies

SOCIAL EMOTIONAL CHARACTER DEVELOPMENT

YOUR CHILD:

- identifies times when their effort and energy were strong and times when it was lacking.
- demonstrates the ability to express feelings in a respectful manner.
- describes the importance of understanding other perspectives.

CULTURAL

YOUR CHILD:

- knows they and their family do things the same as and different from other people and groups,
- knows how to use what they learn from home, school, and other places.
- wants to know more about other people's lives and experience.
- knows how to ask questions respectfully and listen carefully and nonjudgmentally.
- recognizes people as individuals.
- works with friends and family to make our school and community fair for everyone

HISTORY

YOUR CHILD:

- creates and uses a timeline of their community.
- describes the relationship between two or more events based on identities, beliefs, and practices of individuals and groups in a community.
- uses information to ask important historical questions.
- Looks at events from more than one perspective.

CIVICS/GOVERNMENT

YOUR CHILD:

- demonstrates characteristics of leadership such as being trustworthy, fair-minded, and forward-thinking.
- demonstrates good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.
- identifies common problems or needs within the school or community and takes informed action.

GEOGRAPHY

YOUR CHILD:

- observes, explores, and compares characteristics of the community to create maps.
- reads maps to analyze change in a community.
- creates maps that include title, symbols, legend, compass rose, cardinal directions, grid system, and measurement or scale.

History, Government and Social Studies



ECONOMICS

YOUR CHILD:

- explains how location impacts supply and demand.
- analyzes the cost benefit of a community decision.
- recognizes what is lost (opportunity cost) when they chose one thing over another.

For more information, contact:

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