Kansas Standards
For
History
Government
And
Social Studies

Adopted April 16, 2013
Community

This course focuses on the concept of “community,” through the major social studies disciplines of history, geography, economics, and civics/government. The four disciplines should be totally integrated in this course. The goal is for students to understand the concept of “community” as a framework for studying various course topics. In conjunction, students will gain an understanding of a sense of place. The course should be rigorous and relevant with instruction that integrates thinking skills, historical processes, and content so that students are able to apply their learning to their own lives. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

Units in third grade may be taught in any order but the integration of units is encouraged. Each unit should be taught with some consideration of all four social studies disciplines.

- History
- Civics/Government
- Geography
- Economics

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the third grade.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical, and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.
State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of social studies rather than simple acquisition of content knowledge.

As they prepare to teach Community in third grade social studies course, teachers should review the Profile of the 21st Century Learner and the Kansas Social Emotional and Character Development Model Standards endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of their personal history (sense of self) and their family history. Students should be able to identify the major symbols that represent Kansas and the United States. They should be able to understand the concept of the past, having studied then and now in the second grade. Students should be able to understand the related concepts of change over time and cause and effect. Students should have experience with identifying and asking questions of primary sources to make observations and inferences.

Connecting with Future Learning

The skills and content taught in third grade will be used as background and prior knowledge for future pursuits in the discipline. In fourth grade students will use their understanding of community as a link to state and regional characteristics and in fifth grade, with early national history. The study of government and geography in third grade provides skills of comparative analysis needed for the sixth grade course in ancient civilizations and the seventh grade course in world geography. In third grade students will examine their local communities in order to provide a sense of place from which to examine Kansas history through the social studies themes in seventh grade. Critical components of their experience in this social studies course should include: reading, writing, speaking, and listening about their community, characteristics of communities, and personal development as a community member. Students should also be able to recognize, evaluate, analyze the context, investigate, construct, create, and problem-solve specific topics in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about physical characteristics of a place without also learning about landforms, bodies of water, climate, soils, natural vegetation, animal life, etc., which do not appear in this outline.
This also means that the outline could be amended in ways that best fit the instructional needs of students. Changes should maintain the integrity of the outline’s scope and sequence.

The third grade course focuses on building the concept of community through the major social studies disciplines of history, geography, economics, and civics/government. Each of the course’s four units listed below has an emphasis in one of these major strands but classroom instruction should integrate other strands as appropriate to help the students build on and apply knowledge to refine their thinking and problem solving skills.

History (H)

In this unit, students will recognize and evaluate the significant people and events that shaped their home town and/or a major city in Kansas, and other cities of the world. They will analyze how these people and events contributed to the way the citizens of their town/city and citizens of other metropolitan areas are perceived and function today. Students will understand the motivation and accomplishments of notable individuals, particularly early settlers, entrepreneurs, and civic and cultural leaders specific to their home town. They will analyze the impact of experiences of groups of people who have contributed to the development of towns/cities. They will analyze the experiences of groups of people who have made historical and cultural contributions to their community and compare it with other communities. Students will investigate the significance of events, holidays and ceremonies that are important to their community.

<table>
<thead>
<tr>
<th>Ideas</th>
<th>natural resources, customs, culture</th>
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</thead>
<tbody>
<tr>
<td>People/ Roles</td>
<td>civic, political, cultural leaders, settlers, and entrepreneurs in your community, ethnic groups</td>
</tr>
<tr>
<td>Places/ Institutions</td>
<td>home town, community, landmarks, historic sites</td>
</tr>
<tr>
<td>Events</td>
<td>settlement of your community, historical events in your community, and holidays</td>
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</tbody>
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Skills

- Create and use timeline
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (KCCRS RI3.3)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade three topic or subject area. (KCCRS RI3.4)
- Compare and contrast the most important points and key details presented in two texts on the same topic. (KCCRS RI3.9)
- Conduct short research projects that build knowledge about a topic. (KCCRS W3.7)
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (KCCRS SL3.4)
- Locates credible information from a variety of sources
- Uses information to frame important historical questions
- Identifies and compares information from primary and secondary sources
• Evaluates events from multiple perspectives

Sample Compelling Questions

• Why do people choose to live in your community? (Standard 1)
• What are your rights and responsibilities as a citizen of your community (Standard 2)
• How do different customs and cultural traditions shape your community? (Standard 3)
• How has your community changed over time? (Standard 4)
• What drives population shifts in your community? (Standard 5)

Civics/Government (CG)

In this unit, students will recognize and evaluate the rights and responsibilities of citizens. Students will examine their role as citizens of the community. They will determine how people can participate in government and analyze why choosing to participate is important. Students will investigate ways that responsible citizens can fulfill their civic duty such as by engaging in one or more of the following opportunities: serving the common good, being law abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military.

Public services, rule of law, and shared ideals are the foundations that guide the structure and function of government. In this unit students will examine the services provided by local governments. They will describe the types, characteristics, and services of political units, such as city, county, state, and country. Students will investigate the function of local governments. They will recognize that all towns/cities in the United States have laws, and all citizens have equal rights and responsibilities as set forth in both the state and U.S. Constitution. Students will define the rule of law as it applies to individuals, family, school, and local governments. Students will recognize and evaluate the shared ideals in the United States, such as the right to vote and freedom of religion and speech.

Idea

rules, laws, society, civic values, civic duties, government, beliefs, needs, rights, responsibilities, common good, constitution, justice, duty

People/Roles

citizen, leaders, police, mayor, governor, president

Places/Institutions

community, school, municipal government, city hall, public libraries

Events

elections, jury duty, community service, local holidays

Skills

• Seek opportunities and demonstrate characteristics of a leader such as being trustworthy, fair-minded, and forward-looking.
• Demonstrate good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.
• Identify common problems or needs within your school or community and participate and persevere in problem solving.
• Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-lead) with diverse partners on grade three topics and texts, building on others ideas and expressing their own clearly (KCCRS SL.3.1)
• Follow agreed upon rules of discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, and text under discussion). (KCCRS SL.3.1b)

Sample Compelling Questions

• What are the consequences of choosing to be an active member of your community? (Standard 1)
• Why do communities need rules/laws? (Standard 2)
• Who in your community decides what rules/laws are made and followed? (Standard 3)
• Can laws in your community be changed? (Standard 4)
• What makes someone a good citizen in your community? (Standard 5)

Geography (G)

In this unit, students will investigate settlement patterns to draw conclusions about a sense of place, first in their community and then in relation to other cities. Students will compare and contrast the citizens in their community with those of another city in the context of their geographic, cultural, political and social characteristics. Then students will recognize and evaluate the importance of a prominent immigrant group in their community. They will examine the causes and consequences of the immigrant group’s choice of settlement location, investigate its economic and cultural contributions to their town/city, and compare that Kansas settlement with immigrant settlements in other cities. Students will investigate the human characteristics of the citizens of their own and other communities around the world, such as languages, customs, and food. Students will recognize the consequences of people living in a community and how it impacts that environment over time and conversely how the physical environment impacts human activity in their community. They will analyze how communities interact, using their community as the model.

In this unit, students will learn how to use geographic tools and location to analyze the influence of physical features on decision making. Students will use maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments. They will identify major landforms, bodies of water, and natural resources in Kansas and the world (including oceans and continents). They will distinguish physical features and political features of a map. Students will identify and compare the location, climate and ecosystems of their town/city to others in the world. They will compare characteristics among rural, suburban, and urban communities, such as, types of housing, agricultural activities, fuel consumption, recreation population density, and jobs.

<table>
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<tr>
<th>Ideas</th>
<th>People/Roles</th>
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<tbody>
<tr>
<td>concept of mapping, political characteristics, physical characteristics, natural resources, human characteristics, ecosystem, climate, culture, customs, human/environmental interaction</td>
<td>cartographers, immigrants</td>
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</table>
Places/Institutions

- political places (e.g., city boundary, county, city offices, county seat), community, physical features (e.g., oceans, continents), physical characteristics of the local community (e.g., landforms, bodies of water, natural resources, weather, and seasons) urban (e.g., Los Angeles, New York City, Denver, Chicago), suburban, rural areas, nation, neighboring cities

Events

- Human modification of the earth, immigration

Skills

- Read maps to analyze city locations for hemisphere (e.g., equator and Prime Meridian) and climate (e.g., tropic temperate or arctic)
- Create a map that includes title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale
- Read maps of your community to problem-solve
- Observe, explore and compare human and physical characteristics of your community
- Describe human characteristics of your community with another community
- Identify major bodies of land and water
- Distinguish between a globe and a map
- Demonstrate mental mapping skills

Sample Compelling Questions

- What significant choices have been made by your community that impacted your life and future? (Standard 1)
- Why should people be good stewards of their environment? (Standard 2)
- What does your community need to remain vital? (Standard 3)
- How has your community stayed the same and how has it changed over time? (Standard 4)
- What important physical and human characteristics create the identity of your community? (Standard 5)

Economic (E)

In this unit students will recognize that limited resources require people to make choices to satisfy their wants for goods and services. Students will examine how a market economy works in their community through buyers and sellers exchanging goods and services. They will examine the reason for economic specialization and how that leads to trade between communities. Students will describe how a market economy works and consider the role the economy has on travel between communities. They will understand that when borrowing money the consumer is receiving credit that must be repaid. Students will explore what goods and services in their community are paid for by taxes. They will consider how people’s wants and needs are met through spending and saving decisions. Students will explore the consequences of borrowing and lending.

Ideas

- limited resources, abundant resources, natural and human resources, goods, services, market economy, economic
specialization, borrowing, lending, credit, spending, saving, wants, needs, costs, taxes, opportunity cost

**People/Roles**
consumer, producer, spender, saver, lender, investor

**Places/Institutions**
community, town/city, local businesses, tax and non-tax supported institutions

**Events**
production and consumption of goods and services

**Skills**

- Explain how location impacts supply and demand.
- Analyze costs and benefits of decisions in your community
- Evaluate the personal benefits of saving and spending, borrowing and lending
- Determine opportunity cost
- Solve problems and justify the decision

**Sample Compelling Questions**

- What are the costs and benefits of spending and saving? (Standard 1)
- What shared responsibilities in your community are met through taxes? (Standard 2)
- How is resource use in your community impacted by beliefs and ideas of the people who live there? (Standard 3)
- How have goods and services in your community changed over time? (Standard 4)
- What resources are abundant in your community, are limited in your community, and how does this influence the decisions the community makes? (Standard 5)