

WLS Social Studies “I can...” Statements – Grade 3

Strand: History	“I can...” Statement
3.H.1. Events in local history can be shown (application) on timelines organized (synthesis) by years, decades, and centuries.	<ul style="list-style-type: none"> • I can create a timeline with specific events using descriptions and illustrations.
3.H.2. Primary sources such as artifacts, maps and photographs can be used (application) to show (analysis) change over time.	<ul style="list-style-type: none"> • I can use primary sources (maps, artifacts, photos) to show change over time.
3.H.3. Local communities change (comprehension) over time.	<ul style="list-style-type: none"> • I can tell how communities change over time.
Strand: Geography	“I can...” Statement
3.G.4. Physical and political maps have distinctive characteristics and purposes. Places can be located (application) on a map using (application) the title, key, alphanumeric grid and cardinal directions.	<ul style="list-style-type: none"> • I can find the cardinal directions on a map. • I can use alphanumeric grid to locate places on a map. • I can use a map to find local landmarks. • I can describe a physical map. • I can describe a political map.
3.G.5. Daily life is influenced (analysis) by the agriculture, industry, and natural resources in different communities.	<ul style="list-style-type: none"> • I can explain how agriculture, industry, and natural resources affect daily life.
3.G.6. Evidence of human modification of the environment can be observed (knowledge) in the local community.	<ul style="list-style-type: none"> • I can describe examples of changes made by people to the environment in the local community.
3.G.7. Systems of transportation and communication move (comprehension) people, products and ideas from place to place.	<ul style="list-style-type: none"> • I can describe kinds of local transportation. • I can describe kinds of local communication (newspapers, publications, television).

<p>3.G.8. Communities may include (analysis) diverse cultural groups.</p>	<ul style="list-style-type: none"> • I can compare foods, art, and language used by different cultures in the community.
<p style="text-align: center;">Strand: Government</p>	<p style="text-align: center;">“I can...” Statement</p>
<p>3.Gov.9. Members of local communities have knowledge) social and political responsibilities.</p>	<ul style="list-style-type: none"> • I can model the voting process by creating a classroom community.
<p>3.Gov.10. Individuals make (comprehension) the community a better place by solving (application) problems in a way that promotes (evaluation) the common good.</p>	<ul style="list-style-type: none"> • I can model promoting the common good in my school (tutoring, reading buddies, etc.). • I can research a problem and find a solution in my school.
<p>3.Gov.11. Laws are rules which apply (application) to all people in a community and describe (comprehension) ways people are expected (evaluation) to behave. Laws promote (evaluation) order and security, provide (comprehension) public services and protect (evaluation) the rights of individuals in the local community.</p>	<ul style="list-style-type: none"> • I can help set up and follow the rules and responsibilities in my classroom and my school. • I can compare rules in school with laws in the community.
<p>3.Gov.12. Governments have authority to make (synthesis) and enforce (evaluation) laws.</p>	<ul style="list-style-type: none"> • I can explain why governments have authority to make and enforce laws.
<p>3.Gov.13. The structure of local governments may differ (analysis) from one community to another.</p>	<ul style="list-style-type: none"> • I can explain the structure of local governments (municipal, county, township, and specials).
<p style="text-align: center;">Strand: Economic</p>	<p style="text-align: center;">“I can...” Statement</p>
<p>3.E.14. Line graphs are used (application) to show (analysis) changes in data over time.</p>	<ul style="list-style-type: none"> • I can gather data to create a line graph that shows change over time.
<p>3.E.15. Both positive and negative incentives affect (knowledge) people’s choices and behaviors.</p>	<ul style="list-style-type: none"> • I can describe the difference between positive and negative incentives.

<p>3.E.16. Individuals must make (evaluation) decisions because of the scarcity of resources. Making a decision involves an opportunity cost, the value of the next best alternative given up when an economic choice is made.</p>	<ul style="list-style-type: none"> • I can predict if there is a lack of goods and services that will affect my choice. • I can decide between two items to make an economic choice (opportunity cost).
<p>3.E.17. A consumer is a person whose wants are satisfied by using (application) goods and services. A producer makes (knowledge) goods and/or provides (comprehension) services.</p>	<ul style="list-style-type: none"> • I can identify consumers and producers in our local community.
<p>3.E.18. A market is where buyers and sellers exchange (application) goods and services.</p>	<ul style="list-style-type: none"> • I can demonstrate how buyers and sellers exchange goods and services in a market.
<p>3.E.19. Making (application) decisions involves weighing (analysis) costs and benefits.</p>	<ul style="list-style-type: none"> • I can make decisions comparing costs and benefits.
<p>3.E.20. A budget is a plan to help (comprehension) people make (application) personal economic decisions for the present and future and to become (analysis) more financially responsible.</p>	<ul style="list-style-type: none"> • I can explain how using a budget helps people make responsible economic decisions.