



Essential Standards Extended Guide

Social Studies Grade 3

Guiding Information:

In response to requests from schools and districts for guidance on essential standards, committees of educators from around Idaho collaborated in the summer of 2024 to categorize social studies standards into three groups:

- **Essential standards** are explicitly taught, assessed multiple times, and receive targeted interventions for students who have not yet reached proficiency.
- **Supporting standards** are taught to reinforce essential standards and may or may not be formally assessed.
- **Additional standards** extend learning and are incorporated as time allows within course units, with assessment being optional.

This guidance helps LEAs prioritize the most critical standards, recognizing that not all standards are of equal importance. This document serves as a resource—not a mandate—to assist local efforts. Importantly, this work did not remove or revise any of the adopted Idaho Content Standards and is intended to refocus time and effort.

History

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

3.SS.1.1 Investigate your community's history and determine the chronological importance of local events.

3.SS.1.2 Analyze distinctive foods, clothing styles, and traditions of various cultural groups within the community, including but not limited to the five federally recognized tribes of Idaho.

3.SS.1.4 Describe how migration and immigration are continuous processes and how they are influenced by voluntary and involuntary movement of people.

Additional Standards

Standards that deepen learning and may be included as time allows throughout course units of study and may or may not be assessed.

3.SS.1.3 Conduct interviews with family members, neighbors, friends, or school staff to discover why they call Idaho home.

Geography

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

3.SS.2.1 Develop an understanding of map reading by analyzing maps and globes using standard terms, including country, North Pole, Equator, Prime Meridian, hemisphere, region, latitude, South Pole, longitude, and time zones.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

3.SS.2.3 Analyze past and present settlement patterns of the community in which you live and how geographic features influenced those patterns.

3.SS.2.4 Compare and contrast city/suburb/town and urban/rural farm/factory, as well as agriculture/industry.

Additional Standards

Standards that deepen learning and may be included as time allows throughout course units of study and may or may not be assessed.

3.SS.2.2 Use cardinal directions, map scales, legends, and grids to locate the United States, Washington D.C., Idaho, the state capital, Boise, and their own community on a map.

Economics

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

3.SS.3.3 Explain how land, natural resources, labor, trade, and/or technology affect economic activities in the local community.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

3.SS.3.1 Explain the concepts of supply and demand and the role of the consumer and producer.

3.SS.3.2 Explain the difference between public and private property.

3.SS.3.4 Identify different examples of making an economic choice, including consumption of goods and services, using a bank, investing, and budgeting.

Civics and Government

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

3.SS.4.4 Explain how local government officials are chosen, e.g., election, or appointment.

3.SS.4.5 Describe services commonly and primarily provided by governments for the community.

3.SS.4.8 Explain that people in the United States share a national identity through patriotic symbols and holidays.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

3.SS.4.1 Explain the benefits of following the laws and the consequences of breaking the rules and laws of our local and national communities.

3.SS.4.2 Identify the people or groups that make, apply, and enforce laws in our local and national communities.

3.SS.4.3 Identify and explain the basic functions of local and state governments.

3.SS.4.7 Identify ways children and adults can participate in their community and/or local governments.

Additional Standards

Standards that deepen learning and may be included as time allows throughout course units of study and may or may not be assessed.

3.SS.4.6 Identify local government officials.

Global Perspectives

Essential Standards

Standards are to be explicitly taught, assessed more than once, and intervened upon in this cluster of standards.

3.SS.5.2 Examine the contributions of various cultures from other parts of the world to the development of the community and how they make that community unique.

Supporting Standards

Standards that support the Essential Standards. These standards will be taught but may or may not be formally assessed.

3.SS.5.1 Explore connections that the local community has with other communities throughout the world.

For Questions Contact

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