

## **Third Grade**

### **Culture**

#### **Content Standard: 1.0**

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and traditions. Students will explore these elements of society to develop an appreciation and respect for the variety of human cultures.

#### **Learning Expectations:**

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

#### **Accomplishments**

3.1.01 Understand the diversity of human cultures.

- a. Recognize that changes in culture occur through the spread of people, languages, ideas, and goods.
- b. Compare cultural differences in various regions of the United States and the world.

3.1.02 Discuss the cultures and human patterns of places and regions of the world.

- a. Describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- b. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.
- c. Identify and explain the significance of selected individual writers, and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from regions around the world.

3.1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, socioeconomic groups to the development of civilizations.

- a. Explain the significance of selected ethnic and/or cultural celebrations in Tennessee, the United States and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa.
- b. Retell the heroic deeds of characters from folktales and legends.

3.1.04 Understand the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to Tennessee.

- a. Compare ethnic and/or cultural celebrations in Tennessee, the United States, and other nations.
- b. Explain the significance of selected individual writers and artists and their stories, poems, statues, paintings and other examples of cultural heritage from regions in Tennessee and around the world.

#### **Third Grade Benchmarks**

#### **Performance Indicators State:**

As documented through state assessment -

*at Level 1, the student is able to*

- 3.1.spi.1. recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).

*at Level 2, the student is able to*

- 3.1.spi.2. determine similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter by interpreting pictures).
- 3.1.spi.3. differentiate the cultural population distribution in the United States using a bar graph.

*at Level 3, the student is able to*

- 3.1.spi.4. interpret a chart or map identifying major cultural groups of the world.

### **Performance Indicators Teacher:**

As documented through teacher observation -

*at Level 1, the student is able to:*

- 3.1.tpi.1. exhibit model behavior during a guest speaker's presentation on cultural aspects.
- 3.1.tpi.2. make and sample foods from regions around the world in order to examine the relationship of the environment and cultural ways people meet their needs.
- 3.1.tpi.3 recognize that the world is made up of many people, and their history may differ from the student's own by examining artifacts such as a cultural time capsule or a cultural suitcase.

*at Level 2, the student is able to*

- 3.1.tpi.4. study, perform, or listen to music from different cultures.
- 3.1.tpi.5. create an original piece of work that reflects a specific culture reflecting how different cultures use symbols to communicate with each other.
- 3.1.tpi.6. examine cultural folklore and legends from different regions around the world.
- 3.1.tpi.7. investigate the cultural heritage of specific individuals in order to understand the relationships among cultures and ethnic groups.
- 3.1.tpi.8. describe customs, celebrations, and traditions of racial, ethnic, and religious groups in Tennessee and around the world.

*at Level 3, the student is able to*

- 3.1.tpi.9. create a portfolio individually or with a group on specific cultural groups.
- 3.1.tpi.10. compare a different community in the world with their own by examining generalizations, subcultures, similarities and differences by labeling sheets of butcher paper with words or symbols.
- 3.1.tpi.11. give examples of ways people honor traditions in communities around the world.
- 3.1.tpi.12. read aloud various accounts that describe racial and ethnic groups' contributions to the development of the community and world.
- 3.1.tpi.13. explain how examples of art, music, and literature reflect the time and place during which they were created.

### **Economics**

#### **Content Standard: 2.0**

Globalization of the economy, the explosion of population growth, technological changes and international competition compel students to understand, both personally and globally, the production, distribution, and consumption of goods and services. Students will examine and analyze economic concepts such as basic needs versus wants, using versus/saving money, and policy making versus

decision making.

### **Learning Expectations:**

- 2.01 Describe potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of businesses and governments in a market economy.
- 2.03 Understand fundamental economic concepts.

### **Accomplishments**

3.2.01 Describe the potential costs and benefits of personal economic choices in a market economy.

- a. Identify ways of earning, spending, and saving money.
- b. Analyze a simple budget that allocates money for spending and saving.

3.2.02 Give examples of fundamental economic concepts.

- a. Identify examples of private and public goods and services.
- b. Identify examples of scarcity.
- c. Explain how supply and demand affects the price of a good or service.
- d. Distinguish between imports and exports.

3.2.03 Discuss the patterns and results of international trade.

- a. Recognize that the world has different agricultural and industrial regions.
- b. Explain the characteristics of a technologically expanding global economy.
- c. Explain the impact of scarcity on interdependence within and among regions.
- d. Recognize that Tennessee and the United States have different agricultural and industrial regions.
- e. Be aware of how goods and services are interchanged between communities at the local, and national levels.
- f. Trace the development of a product from a natural resource to a finished product.

### **Third Grade Benchmarks**

#### **Performance Indicators State:**

As documented through state assessment -

*at Level 1, the student is able to*

- 3.2.spi.1. distinguish the difference between a natural resource and finished product.

*at Level 2, the student is able to*

- 3.2.spi.2. interpret a map showing agricultural and industrial areas.
- 3.2.spi.3 distinguish between import and export.
- 3.2.spi.4 differentiate the difference between producer and a consumer using a picture.

*at Level 3, the student is able to*

- 3.2.spi.5. differentiate between money and barter economies.

#### **Performance Indicators Teacher:**

As documented through teacher observation -

*at Level 1, the student is able to*

- 3.2.tpi.1. create a flow chart of a natural resource to a finished product.

- 3.2.tpi.2. recognize people must work in order to provide goods and services in the community.

*at Level 2, the student is able to*

- 3.2.tpi.3. identify examples of making personal economic choices.
- 3.2.tpi.4. create a personal budget that allocates money for spending and saving.
- 3.2.tpi.5. explain how tools and machines make people more productive.
- 3.2.tpi.6. examine pictures of durable (lasting more than three years) and non-durable goods.
- 3.2.tpi.7. explain why people specialize in different jobs, and how this causes people to engage in trade and to depend on each other (interdependence).

*at Level 3, the student is able to*

- 3.2.tpi.8. give examples of how economic resources in the home, school, and community are limited and how people must make choices about how to use these resources.
- 3.2.tpi.9. create an advertising campaign for a product.
- 3.2.tpi.10. choose a popular product to illustrate the path from supply to demand.

## **Geography**

### **Content Standard: 3.0**

Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

### **Learning Expectations:**

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 3.02 Recognize the interaction between human and physical systems around the world.
- 3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

### **Accomplishments**

3.3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.

- a. Show how the spatial elements of point, line, and area are used on a map or globe.
- b. Explain the difference between relative and absolute locations.
- c. Locate places on a map using cardinal and intermediate direction.

3.3.02 Recognize the interaction between human and physical systems around the world.

- a. List the similarities and differences of local places and regions with other places and regions.
- b. List the basic components of earth's physical systems (e.g., landforms, water, climate and weather, erosion and deposition).
- c. Understand the concept of an ecosystem.
- d. Describe how environments and regions differ around the world.
- e. Understand how technology allows people to adapt the environment to meet their needs.

3.3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

- a. Locate the major cities of Tennessee and the world on a map or globe.

- b. Describe the concept of formal (uniform) regions.
- c. Define the characteristics that comprise a region.
- d. Explain how change affects region and place over time.
- e. Show the population distribution of the state, and country.
- f. Differentiate between urban, suburban, and rural regions.

### **Third Grade Benchmarks**

#### **Performance Indicators State:**

As documented through state assessment -

*at Level 1, the student is able to*

- 3.3.spi.1. identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres).
- 3.3.spi.2. recognize and use a map key.
- 3.3.spi.3. find a specific location on a school or community map.

*at Level 2, the student is able to*

- 3.3.spi.4. use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, lines of longitude and latitude, the equator, the north and south poles).
- 3.3.spi.5. identify basic components of earth's systems (i.e., landforms, water, climate and weather).
- 3.3.spi.6. utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key.
- 3.3.spi.7. determine the climate of a specific region of the world using a map.
- *at Level 3, the student is able to*
- 3.3.spi.8. differentiate the distinguishing characteristics of ecosystems (i.e., deserts, grasslands, rainforests).
- 3.3.spi.9. recognize the identifying characteristics of certain geographic features (i.e., peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests).

#### **Performance Indicators Teacher:**

As documented through teacher observation -

*at Level 1, the student is able to*

- 3.3.tpi.1. make simple maps to show how communities in Tennessee are linked together.
- 3.3.tpi.2. create a map of neighborhood or city using components of our earth's system (e.g., water, lake, park, mountain or hill).

*at Level 2, the student is able to*

- 3.3.tpi.3. write or draw a geographic description of the school using the five themes of geography: location, place, region, movement, and human-environment interactions.
- 3.3.tpi.4. understand boundaries can both be manmade and natural in order to show the relationship between natural and social systems.
- 3.3.tpi.5. determine direction using a compass, sun, and the stars.
- 3.3.tpi.6. explore how people and their physical environments interact to explore the unity/disunity of humankind with nature by discussing world issues.

*at Level 3, the student is able to*

- 3.3.tpi.7. create a model of a specific ecosystem.
- 3.3.tpi.8. understand how natural environment influences human settlement.
- 3.3.tpi.9. demonstrate an understanding of how human interaction with the physical environment is reflected in the use of land, building of towns/cities and ecosystems.
- 3.3.tpi.10. describe and compare urban and rural communities in Tennessee and other regions of the world. Explain their interdependence.

## **Governance and Civics**

### **Content Standard: 4.0**

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

### **Learning Expectations:**

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

### **Accomplishments**

3.4.01 Discuss the structure and purposes of governance.

- Describe the basic structures of government in the state.
- Recognize who makes laws in the state.
- Know that governmental agencies exist to protect the environment at local, state, and national levels.
- Describe varied basic structures of governments in the state, nation, and world.
- Examine how regions choose to govern in different ways.

3.4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.

- Identify services commonly provided by the state government and contrast with other regions.
- Compare the Tennessee and the United State Constitutions with other governing procedures around the world.

3.4.03 Understand the rights, responsibilities and privileges of citizens living in a democratic republic.

- Identify government officials and explain how they are chosen.
- Explain the concept of the consent of the governed and its importance to the functions of government.
- Identify examples of rights and responsibilities of citizens.
- Describe how public policies are used to address issues of public concern.
- Identify and explain the importance of acts of civic responsibility, including obeying laws and voting.
- Identify diverse historic figures that exemplified good citizenship.
- Identify ordinary people who exemplify good citizenship.

3.4.04 Understand the qualities of a contributing citizen in our participatory democracy.

- a. List the differences between community, city, county, state, and country events which occur.
- b. Recognize the relationship of local governments to the state, the nation, and the world.

### **Third Grade Benchmarks**

#### **Performance Indicators State:**

As documented through state assessment -

*at Level 1, the student is able to*

- 3.4.spi.1. select from a set of visual representations a service provided by the government (i.e., parks, schools, and libraries).

*at Level 2, the student is able to*

- 3.4.spi.2. determine the representative acts of a good citizen (i.e., obeying speed limit, not littering, walking within the crosswalk).

#### **Performance Indicators Teacher:**

As documented through teacher observation -

*at Level 1, the student is able to*

- 3.4.tpi.1. recognize different types of governments exist in the world.
- 3.4.tpi.2. discuss the reason why people have governments.
- 3.4.tpi.3. contribute to the development of class rules.

*at Level 2, the student is able to*

- 3.4.tpi.4. identify and explain the importance of acts of civic responsibility including obeying laws and voting.
- 3.4.tpi.5. recognize the differences of the local, state, and federal level by making a chart showing the difference among governments.
- 3.4.tpi.6. rotate offices, tasks, and chores within the context of the overall welfare of the classroom in order to practice social citizenship.
- 3.4.tpi.7. participate in an election or mock election within the classroom.
- 3.4.tpi.8. describe the relationship of Tennessee to the United States as one of the 50 states.
- 3.4.tpi.9. explain how tax dollars provide some goods and services.
- 3.4.tpi.10. create a set of laws for the school.

*at Level 3, the student is able to*

- 3.4.tpi.11. perform a community service project (e.g., cleaning a park, planting flowers).
- 3.4.tpi.12. evaluate a set of rules or laws.

### **History**

#### **Content Standard: 5.0**

History involves people, events, and issues. Students will evaluate evidence to develop comparative and casual analyses, and to interpret primary sources. They will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

#### **Learning Expectations:**

- 5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 5.02 Understand the place of historical events in the context of past, present, and future.

- 5.03 Explain how to use historical information acquired from a variety of sources.

### **Accomplishments**

3.5.01 Identify major people, events, and issues in Tennessee, United States, and world history.

- a. Identify the heroic deeds of characters from state, national, and global histories.
- b. Identify historical figures that helped to shape regions.

3.5.02 Understand the place of historical events in the context of past, present and future.

- a. Describe the order of events by using designation of time periods such as ancient times and modern times.
- b. Describe how individuals, events, and ideas cause regional change over time.
- c. Use vocabulary related to chronology, including past, present and future.
- d. Describe and measure calendar time by days, weeks, months, and years.

3.5.03 Explain how to use historical information acquired from a variety of sources.

- a. Create and interpret timelines.
- b. Identify factors that cause development and change in communities.
- c. Compare various interpretations of the same time period using evidence such as photographs and interviews.

### **Third Grade Benchmarks**

#### **Performance Indicators State:**

As documented through state assessment -

*at Level 1, the student is able to*

- 3.5.spi.1. label historical events as past, present and future.

*at Level 2, the student is able to*

- 3.5.spi.2. use a timeline to determine the order of a historical sequence of events.

*at Level 3, the student is able to*

- 3.5.spi.3. read and interpret facts from a historical passage.

#### **Performance Indicators Teacher:**

As documented through teacher observation -

*at Level 1, the student is able to*

- 3.5.tpi.1. use facts and concepts drawn from history.
- 3.5.tpi.2. define past, present, and future.
- 3.5.tpi.3. perform daily activities without modern conveniences (e.g., mash potatoes manually, read by candle light, wash clothes by hand).

*at Level 2, the student is able to*

- 3.5.tpi.4. create a classroom timeline depicting events.
- 3.5.tpi.5. participate in a field trip to a historical place.
- 3.5.tpi.6. identify people, events, areas and ideas that create a history of a place.
- 3.5.tpi.7. assemble historical information using a variety of sources (e.g., newspaper, book, video, and computer).

- 3.5.tpi.8. create a journal entry about a major historical event or figure.
- 3.5.tpi.9. create a "then" and "now" class museum.

*at Level 3, the student is able to*

- 3.5.tpi.10. choose a favorite historical event and research it using computer and media.
- 3.5.tpi.11. create a personal home furnishings inventory list and compare this to a home in America's past or to another home found in a different culture.
- 3.5.tpi.12. identify structures where the use and appearance have been modified throughout time.
- 3.5.tpi.13. use facts and concepts drawn from history along with methods of historical inquiry to make informed decisions.
- 3.5.tpi.14. create a time capsule.

### **Individuals, Groups, and Interactions**

#### **Content Standard: 6.0**

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals, and groups work independently and cooperatively.

#### **Learning Expectations:**

- 6.01 Recognize the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at the local, state, national, and world levels.

#### **Accomplishments**

3.6.01 Recognize the impact of individual and group decisions on citizens and communities.

- a. Give examples of conflict, cooperation and interdependence among individuals, groups, and nations.
- b. Examine the relationships and conflict between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection.
- c. Give examples of economic, social, or political changes that result from individual or group decisions.

3.6.02 Understand how groups can impact change at the local, state, and national level.

- a. Identify examples of actions individuals and groups can take to improve the community.
- b. Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

### **Third Grade Benchmarks**

#### **Performance Indicators State:**

As documented through state assessment -

*at Level 1, the student is able to*

- 3.6.spi.1. classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup).

*at Level 2, the student is able to*

- 3.6.spi.2. distinguish between conflict and cooperation within group interactions as represented

by pictures.

*at Level 3, the student is able to*

- 3.6.spi.3. recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, destruction of rain forest).

**Performance Indicators Teacher:**

As documented through teacher observation -

*at Level 1, the student is able to*

- 3.6.tpi.1. create a list of needs and wants.
- 3.6.tpi.2. classify needs and wants using pictures using common items (e.g., food, cleaning products, clothes, candy, and makeup).

*at Level 2, the student is able to*

- 3.6.tpi.3. understand that scientific discoveries and technology change the way of life for the world across time.
- 3.6.tpi.4. illustrate or create a school store sorting by wants and needs.
- 3.6.tpi.5. compare wants and needs of the United States of America as opposed to another country then create graphs to visually represent these differences and similarities.
- 3.6.tpi.6. determine how scientific and technological discoveries changed the way of life for the world across time (e.g., cotton gin, automobile, electricity, and communications).
- 3.6.tpi.7. exhibit desirable behavior within the classroom by allowing others to respectfully express their thoughts and beliefs.

*at Level 3, the student is able to*

- 3.6.tpi.8. take a global concern such as pollution, rain forest, and create a class project aiding the concern.
- 3.6.tpi.9. explain a point of view with reasons, evidence and support.