



Third Grade  
Curriculum Standards

## **READING STANDARDS FOR LITERATURE**

### **Key Ideas and Details**

- 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- 3: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### **Craft and Structure**

- 4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
- 5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- 6: Distinguish their own point of view from that of the narrator or those of the characters.

### **Integration of Knowledge and Ideas**

- 7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- 8: N/A
- 9: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### **Range of Reading and Level of Text Complexity**

- 10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

## **READING STANDARDS FOR INFORMATIONAL TEXT**

### **Key Ideas and Details**

- 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3: 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.

### **Craft and Structure**

- 4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- 5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 6: Distinguish their own point of view from that of the author of a text.

### **Integration of Knowledge and Ideas**

- 7: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 8: Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 9: Compare and contrast the most important points and key details presented in two texts on the same topic.

### **Range of Reading and Level of Text Complexity**

- 10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band independently and proficiently.

**READING STANDARDS: FOUNDATIONAL SKILLS****Phonics and Word Recognition**

- 3: Know and apply grade-level phonics and word analysis skills in decoding words.
- a: Identify and know the meaning of the most common prefixes and derivational suffixes.
  - b: Decode words with common Latin suffixes.
  - c: Decode multisyllable words.
  - d: Read grade-appropriate irregularly spelled words.

**Fluency**

- 4: Read with sufficient accuracy and fluency to support comprehension.
- a: Read on-level text with purpose and understanding.
  - b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**WRITING STANDARDS****Text Types and Purposes**

- 1: Write opinion on topics or texts, supporting a point of view with reasons.
- a: Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b: Provide reasons that support the opinion.
  - c: Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - d: Provide a concluding statement or section.
- 2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- a: Introduce a topic and group related information together; include illustrations to aid comprehension.
  - b: Develop the topic with facts, definitions, and details.
  - c: Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
  - d: Provide a concluding statement or section.
- 3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b: Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c: Use temporal words and phrases to signal event order.
  - d: Provide a sense of closure.

**Production and Distribution of Writing**

- 4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Research to Build and Present Knowledge**

- 7: Conduct short research projects that build knowledge about a topic.
- 8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- 9: N/A - Begins in grade 4.

**Range of Writing**

- 10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**SPEAKING AND LISTENING STANDARDS****Comprehension and Collaboration**

- 1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
  - a: Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d: Explain their own ideas and understanding in light of the discussion.
- 2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Presentation of Knowledge and Ideas**

- 4: 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.
- 5: Create engaging audio recordings or stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**LANGUAGE STANDARDS****Conventions of Standard English**

- 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a: Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - b: Form and use frequently occurring irregular plural nouns.
  - c: Use abstract nouns (e.g., childhood).
  - d: Form and use regular and irregular verbs.
  - e: Form and use the simple (e.g. *I walked; I walk; I will walk*) verb tenses.
  - f: Ensure subject-verb and pronoun-antecedent agreement.
  - g: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - h: Use coordinating and subordinating conjunctions.
  - i: Produce simple, compound, and complex sentences.
- 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a: Capitalize appropriate words in titles.
  - b: Use commas in addresses.
  - c: Use commas and quotation marks in dialogue.
  - d: Form and use possessives.
  - e: Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - f: Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - g: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

**LANGUAGE STANDARDS (cont.)****Knowledge of Language**

- 3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- a: Choose words and phrases for effect.
  - b: Recognize and observe differences between the conventions of spoken and written standard English.

**Vocabulary Acquisition and Use**

- 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.
- a: Use sentence-level context as a clue to the meaning of a word or phrase.
  - b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
  - c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
  - d: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 5: Demonstrate understanding of word relationships and nuances in word meanings.
- a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
  - b: Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  - c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- 6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

**MATHEMATICS****OPERATIONS AND ALGEBRAIC THINKING****Represent and solve problems involving multiplication and division.**

- 1: Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. *Ex. Describe a context in which a total number of objects can be expressed as  $5 \times 7$ .*
- 2: Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
- 3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- 4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *Ex. Determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = ? \div 3$ ,  $6 \times 6 = ?$ .*

**Understand properties of multiplication and the relationship between multiplication and division.**

- 5: Apply properties of operations as strategies to multiply and divide, (e.g., commutative, associative, or distributive property of multiplication). Students need not use formal terms for these properties.
- 6: Understand division as an unknown-factor problem. *Ex. Find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

**Multiply and divide within 100.**

- 7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

**OPERATIONS AND ALGEBRAIC THINKING (cont.)****Solve problems involving the four operations, and identify and explain patterns in arithmetic.**

- 8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order – Order of Operations.)
- 9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *Ex. Observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

**NUMBER AND OPERATIONS IN BASE TEN****Use place value understanding and properties of operations to perform multi-digit arithmetic.**

- 1: Use place value understanding to round whole numbers to the nearest 10 or 100.
- 2: Fluently add and subtract within 100 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 3: Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g.,  $9 \times 90$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

**Number and Operations – Fractions** (for Grade 3, limited to fractions with denominators 2, 3, 4, 6, and 8)

- 1: Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .
- 2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- a: Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.
- b: Represent a fraction  $a/b$  on a number line diagram by marking off  $a$  lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.
- 3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- a: Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- b: Recognize and generate simple equivalent fractions, (e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ ). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
- c: Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.  
*Ex. Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram.*
- d: Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

**MEASUREMENT AND DATA****Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**

- 1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., by representing the problem on a number line diagram).
- 2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem).

**MEASUREMENT AND DATA (cont.)****Represent and interpret data.**

- 3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
- 4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units – whole numbers, halves, or quarters.

**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**

- 5: Recognize area as an attribute of plane figures and understand concepts of area measurement.
- a: A square with side length 1 unit, called “a unit square”, is said to have “one square unit” of area, and can be used to measure area.
- b: A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.
- 6: Measure areas by counting unit squares (square cm, square m, square inch, square foot, and improvised units).
- 7: Relate area to the operations of multiplication and addition.
- a: Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- b: Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- c: Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.
- d: Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

**Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**

- 8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

**GEOMETRY****Reason with shapes and their attributes.**

- 1: Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
- 2: Partition shapes into parts with equal area. Express the area of each part as a unit fraction of the whole.  
*Ex. Partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.*

**Mathematical Practices**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

**SCIENCE****INQUIRY PROCESS****Observations, Questions, and Hypotheses**

Formulate relevant questions about the properties of objects, organisms, and events in the environment using observations and prior knowledge.

Predict the results of an investigation based on observed patterns, not random guessing.

**Scientific Testing**

Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.

Plan a simple investigation (e.g., one plant receives adequate water, one receives too much water, and one receives too little water) based on the formulated questions.

Conduct simple investigations (e.g., related to plant life cycles, changing the pitch of a sound, properties of rocks) in life, physical, and earth and space sciences.

Use metric and U.S. customary units to measure objects.

Record data in an organized and appropriate format (e.g., t-chart, table, list, written log).

**Analysis and Conclusions**

Organize data using the following methods with appropriate labels: bar graphs, pictographs, tally charts.

Construct reasonable interpretations of the collected data based on formulated questions.

Compare the results of the investigation to predictions made prior to the investigation.

Generate questions for possible future investigations based on the conclusions of the investigation.

Record questions for further inquiry based on the conclusions of the investigation.

**Communication**

Communicate investigations and explanations using evidence and appropriate terminology.

Describe an investigation in ways that enable others to repeat it.

Communicate with other groups to describe the results of an investigation.

**HISTORY AND NATURE OF SCIENCE****History of Science as a Human Endeavor**

Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., John Muir [naturalist], Thomas Edison [inventor], Mae Jemison [engineer, physician, astronaut], Edmund Halley [scientist]).

Describe science-related career opportunities.

**Nature of Scientific Knowledge**

Describe how, in a system (e.g., terrarium, house) with many components, the components usually influence one another.

Explain why a system may not work if a component is defective or missing.

**SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES****Changes in Environments**

Describe the major factors that could impact a human population (e.g., famine, drought, disease, improved transportation, medical breakthroughs).

Describe the beneficial and harmful impacts of natural events and human activities on the environment (e.g., forest fires, flooding, pesticides).



**SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES (cont.)****Science and Technology in Society**

Identify ways that people use tools and techniques to solve problems.

Describe the development of different technologies (e.g., communication, entertainment, transportation, medicine) in response to resources, needs, and values.

Design and construct a technological solution to a common problem or need using common materials.

**LIFE SCIENCE****Characteristics of Organisms**

Describe the function of the following plant structures:

Roots – absorb nutrients

Stems – provide support

Leaves – synthesize food

Flowers – attract pollinators and produce seeds for reproduction

**Life Cycles**

Compare life cycles of various plants (e.g., conifers, flowering plants, ferns).

Explain how growth, death, and decay are part of the plant life cycle.

**Organisms and Environments**

Identify the living and nonliving components of an ecosystem.

Examine an ecosystem to identify microscopic and macroscopic organisms.

Explain the interrelationships among plants and animals in different environments:

Producers – plants

Consumers – animals

Decomposers – fungi, insects, bacteria

Describe how plants and animals cause change in their environment.

Describe how environmental factors (e.g., soil composition, range of temperature, quantity and quality of light or water) in the ecosystem may affect a member organism's ability to grow, reproduce, and thrive.

**Diversity, Adaptation, and Behavior**

Identify adaptations of plants and animals that allow them to live in specific environments.

Describe ways that species adapt when introduced into new environments.

Cite examples of how a species' inability to adapt to changing conditions in the ecosystem led to the extinction of that species.

**PHYSICAL SCIENCE****Energy and Magnetism**

Demonstrate that light can be: reflected (with mirrors), refracted (with prisms), or absorbed (by dark surfaces).

Describe how light behaves on striking objects that are: transparent (clear plastic), translucent (waxed paper), or opaque (cardboard).

Demonstrate that vibrating objects produce sound.

Demonstrate that the pitch of a sound depends on the rate of the vibration (e.g., a long rubber band has a lower pitch than a short rubber band).

**EARTH AND SPACE SCIENCE****Properties of Earth Materials**

Identify the layers of the Earth: crust, mantle, core (inner and outer).

Describe the different types of rocks and how they are formed: metamorphic, igneous, sedimentary.

Classify rocks based on the following physical properties: color, texture.

Describe fossils as a record of past life forms.

Describe how fossils are formed.

Describe ways humans use earth materials (e.g., fuel, building materials, growing food).

**SOCIAL STUDIES****AMERICAN HISTORY****Research Skills for History**

Use timelines to identify the time sequence of historical data.

Recognize how archaeological research adds to our understanding of the past.

Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.

Retell stories to describe past events, people and places.

**Exploration and Colonization**

Discuss technological advances (e.g., compass, printing press) that facilitated exploration of the New World.

Recognize that European countries explored the New World for economic and political reasons.

Discuss European explorers (e.g., Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, Hernan de Soto) and their discoveries in the New World.

Recognize how European exploration affected Native Americans in the Eastern regions (e.g., way of life, loss of land).

**Civil War and Reconstruction**

Recognize that there were issues (e.g., slavery, states' rights, South seceded from the Union) associated with the Civil War.

Discuss contributions of people (e.g., Abraham Lincoln, Jefferson Davis, Robert E. Lee, Ulysses S. Grant, Harriet Tubman, Sojourner Truth, Frederick Douglass) during the Civil War era.

**Emergence of the Modern United States**

Discuss reasons (e.g., famine, political discord, religious persecution, economic opportunity) why people left their home country to start a new life in the United States.

Describe the experiences (e.g., new language, customs, opportunities, hardships) in immigrants' lives after settling in the United States during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries.

**Postwar United States**

Recognize that individuals (e.g., Susan B. Anthony, Jackie Robinson, Rosa Parks, Martin Luther King Jr., Cesar Chavez) worked for and supported the rights and freedoms of others.

**Contemporary United States**

Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

Discuss the connections between current events and historical events and issues from content studied in *Research Skills for History* using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

**WORLD HISTORY****Research Skills for History**

Use timelines to identify the time sequence of historical data.

Recognize how archaeological research adds to our understanding of the past.

Use primary source materials (e.g., photos, artifacts, interviews, documents, maps) and secondary source materials (e.g., encyclopedias, biographies) to study people and events from the past.

Retell stories to describe past events, people and places.

**WORLD HISTORY (cont.)****Early Civilizations**

Recognize how government (beginnings of democracy), mythology, art, architecture, and the Olympics in Ancient Greece contributed to the development of their own and later civilizations.

Discuss the contributions of Ancient Greek teachers/philosophers (e.g., Socrates, Plato, Aristotle) whose thinking contributed to the development of their own and later civilizations.

Recognize how representative government, mythology, architecture (e.g., aqueducts), and language (e.g., Latin) in Ancient Rome contributed to the development of their own and later civilizations.

Discuss the contributions of political and military leaders of Ancient Rome (e.g., Julius Caesar, Augustus, Constantine) whose actions influenced their own and later civilizations.

**Encounters and Exchange**

Describe how the search for a Northwest Passage to Asia led to the exploration and settlement of Canada.

Discuss European global explorations (e.g., Columbus, Magellan, Henry Hudson, Vasco da Gama, Balboa).

**Contemporary World**

Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).

**CIVICS/GOVERNMENT****Foundations of Government**

Describe national symbols and monuments that represent American democracy and values: Statue of Liberty, Ellis Island, Lincoln Memorial, the U.S. Capitol.

Recognize that people in the United States have varied backgrounds but may share principles, goals, customs and traditions.

Describe how people in the community and state work together to achieve common goals.

Describe the significance of national holidays: Presidents' Day, Martin Luther King, Jr. Day, Veterans' Day, Memorial Day, Constitution Day, Labor Day.

**Structure of Government**

Discuss the three branches of state and national government: Executive, Legislative, Judicial.

Recognize that there are different levels of government (e.g., local, tribal, county, state, national).

**Functions of Government**

Identify the basic concept of how laws are made (e.g., law proposed, discussed, amended, voted on).

**Rights, Responsibilities, and Roles of Citizenship**

Describe the rights and responsibilities of citizenship: good sportsmanship, participation and cooperation, rules and consequences, voting.

Describe the importance of students contributing to a community (e.g., service projects, cooperating, volunteering).

Identify traits of character (e.g., honesty, courage, cooperation, respect, trustworthiness, responsibility, citizenship) that are important to the preservation and improvement of democracy.

**SOCIAL STUDIES (cont.)****GEOGRAPHY****The World in Spatial Terms**

Discuss that different types of maps (e.g., political, physical, thematic) serve various purposes.

Interpret political and physical maps using the following elements: alpha-numeric grids, title, compass rose-cardinal and intermediate directions, symbols, legend, scale.

Construct a map of a familiar place (e.g., school, home neighborhood, fictional place) that includes a title, compass rose, symbols, and legend.

Construct maps using symbols to represent human and physical features.

Construct charts and graphs to display geographic information.

Recognize characteristics of human and physical features:

Physical (i.e., ocean, continent, river, lake, mountain range, coast, sea, desert, gulf, bay, strait, plain, valley, volcano, peninsula)

Human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city)

Locate physical and human features using maps, illustrations, images, or globes:

Physical (i.e., seven continents, four oceans, river, lake, mountain, range, coast, sea, desert, gulf, bay, strait, peninsula)

Human (i.e., equator, Northern and Southern Hemispheres, North and South Poles, city, state, country, roads, railroads).

Recognize different types of maps (e.g., political, physical) serve various purposes.

**Places and Regions**

Locate major physical and human features from content studied (e.g., Greece, Canada, Spain, United States) on maps and globes.

Describe how physical and human characteristics of places change from past to present.

**Human Systems**

Describe changes over time in transportation (e.g., animal, boat, train, motorized vehicle, aircraft).

Describe changes over time in communication networks (e.g., telegraph, telephone, postal, internet).

Recognize there are differences in political units and hierarchies (i.e., community, city, county, state, country, continent).

Describe elements of culture of a community or nation (e.g., food, clothing, housing, sports, customs, beliefs) in area studied.

Discuss that Ancient Civilizations have changed from past to present.

Discuss the major economic activities and land use (e.g., harvesting natural resources, agricultural, industrial, residential, commercial, recreational) of areas studied.

**Environment and Society**

Identify ways (e.g., farming, building structures and dams, creating transportation routes, overgrazing, mining, logging) in which humans depend upon, adapt to, and impact the earth.

Describe ways of protecting natural resources.

Identify resources that are renewable, recyclable, and non-renewable.

**Geographic Applications**

Discuss geographic concepts related to current events.

Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).

**ECONOMICS**

**Foundations of Economics**

Identify how scarcity requires people to make choices due to their unlimited wants and needs.

Identify opportunity costs in personal decision-making situations.

Identify goods and services (e.g., fire and police protection, immunizations, library) provided by local government).

Give examples of trade in the local community (e.g., farmers supply the grocer).

Discuss reasons (e.g., labor, raw materials, energy resources) why some goods are made locally and some are made in other parts of the United States and world.

Discuss how producers use natural, human, and capital resources to create goods and services.

**Microeconomics**

Discuss different ways individuals can earn money.

**Personal Finance**

Discuss costs and benefits of personal spending and saving choices.