

**Civics-Government**

**Third Grade**

**Civics-Government Standard:**     **The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the U.S. Constitution, the necessity for the rule of law, the civic values of the American people, and rights, privileges, and responsibilities of becoming active participants in the democratic process.**

**Benchmark 1:**   The student understands the purpose of rules (rule of law) as it applies local government.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) explains the purpose of rules and laws and why they are important in a school and a community.</li> <li>2. (K) describes how good rules and laws are ones that all can follow and ones that can be enforced.</li> <li>3. (K) explains that consequences exist when rules are broken (e.g., penalty for cheating, expulsion for fighting, ticket for speeding).</li> </ol>	

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**Benchmark 2:** The student understands the shared ideals of American society.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
1. (K) understands that what is valued in society is influenced by peoples' beliefs and needs (e.g., need for public safety, need for quality health care, the need for parks and playgrounds as a place of well-being).	

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**Benchmark 3:** The student understands how the U.S. Constitution allocates and restricts power and responsibility in the government.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

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**Benchmark 4:** The student identifies and examines the rights, privileges, and responsibilities of a good citizen.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) recognizes that citizenship has responsibilities (e.g., community service, voting).</li> <li>2. (K) understands the importance of communicating views to community leaders (e.g., expressing the need for a new town park to the mayor, expressing concern over a landfill, requesting recycling programs).</li> </ol>	

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**Benchmark 5:** The student understands the function of local government.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) describes the basic purpose of local government (e.g., providing and enforcing rules for the community, protecting rights of community members, making decision about public services).</li> <li>2. (A) research the roles of the people who compose local government (e.g., police, mayor, city commissioner, city council).</li> <li>3. (K) identifies the goods and services provided by local government in the community (e.g., education, health agency, fire department, police, care for local infrastructure, parks and recreation).</li> </ol>	

**Economics**

**Third Grade**

**Economics Standard: The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.**

**Benchmark 1:** The student understands how limited resources require choices.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) knows that there are not enough productive resources to satisfy all wants for goods and services.</li> <li>2. (A) traces the production, distribution, and consumption of particular goods within the community (e.g., a local restaurant, the school).</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a mini-community in your classroom. Ask students to decide what goods and services are most important to a community. Have them make a list and assign a job to each student. Ask each student to explain why his or her job is important to the community. Each student should explain how his or her job helps meet the community's needs.</li> <li>2. Make a flow chart showing how milk comes from cows at a dairy processing trucking school.</li> <li>3. If there is a factory in the area, a field trip could be scheduled to see production and distribution in progress.</li> </ol> <p>(instructional suggestions are in development and may change)</p>

**Economics****Third Grade**

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**Benchmark 2:** The student understands how the market economy works in the United States.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
1. (A) identifies and gives examples of <b>markets</b> that occur when buyers and sellers exchange goods and services in the community.	1. Make a list of businesses/stores/services in the community. Discuss what goods and/or services are exchanged. (instructional suggestions are in development and may change)

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**Benchmark 3:** The student analyzes how different incentives, economic systems and their institutions, and local, national, and international interdependence affect people.

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<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

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**Economics**

**Third Grade**

**Economics Standard:** The student uses a working knowledge and understanding of major economic concepts, issues, and systems of the United States and other nations; and applies decision-making skills as a consumer, producer, saver, investor, and citizen in an interdependent world.

**Benchmark 4:** The student analyzes the role of the government in the economy.

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<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

**Economics**

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**Benchmark 5:** The student makes effective decisions as a consumer, producer, saver, investor, and citizen.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) - (\$) determines how wants for goods and services are met through spending and saving decisions.</li> <li>2. (K) - (\$) identifies examples of borrowing and lending (e.g., borrowing or lending your friend a pencil, a dollar, or a jacket).</li> <li>3. (A) - (\$) gives an example of a time he/she or a family member earned income and how they used the money (spending or saving).</li> </ol>	<ol style="list-style-type: none"> <li>1. provide students with problems such as: Jimmy earns \$1.00 per week by doing chores. How long would he have to save to have enough money to buy a pair of skates for \$10.00.</li> <li>2. write and illustrate a short story about a time you borrowed something and a time you loaned someone something.</li> <li>3. discuss ways students have received money (e.g., allowance, gifts, chores) and ways they have spent that money. Make a class list. (instructional suggestions are in development and may change)</li> </ol>

**Geography**

**Third Grade**

**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 1: Geographic Tools and Location:** The student uses maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) applies geographic tools, including grid systems, symbols, legends, scales and a compass rose to construct and interpret maps.</li> <li>2. (A) uses a data source as a tool (graphs, charts, tables).</li> <li>3. identifies and give examples of the difference between political and physical features of a community.</li> <li>4. (K) identifies the 4 oceans and the 7 continents (see Appendix 2 for assessment items).</li> <li>5. (A) compares community characteristics of urban, suburban, and rural areas.</li> <li>6. (A) discusses reasons why particular locations in a community are used for certain human activities (e.g., residential, commercial, industrial, transportation, recreation).</li> </ol>	

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**Benchmark 2: Places and regions:** The student analyzes the spatial organization of people, places, and environments that form regions on the Earth’s surface.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
1. (K) identifies and describes the physical characteristics of the local community (e.g., landforms, bodies of water, natural resources, weather, seasons).	

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*These indicators represent an overlap between the disciplines of geography and science. Therefore students may learn these indicators in either science and/or social studies depending upon local curricular decisions.*

**Benchmark 3: Physical Systems:** The student understands Earth’s physical systems and how physical processes shape Earth’s surface.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
1. (A) compares various ecosystems in the community (e.g., location, flora, fauna).	

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**Geography**

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**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 4: Human Systems:** The student understands how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.

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<i>No indicators have been determined at the state level for this benchmark for this grade or course.</i>	

**Geography**

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**Geography:** The student uses a working knowledge and understanding of the spatial organization of Earth’s surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.

**Benchmark 5: Human-Environment Interactions:** The student understands the effects of interactions between human and physical systems.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) discusses the consequences of human modifications in their community on the environment over time (e.g., flood control, mining, farming, chemical uses, community development, improved transportation).</li> <li>2. (K) identifies ways in which human activities are impacted by the physical environment (e.g., types of housing, agricultural activities, fuel consumption, clothing, recreation, jobs, resource availability, effects of weather and climate).</li> </ol>	

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**Kansas, United States, and World History**

**Third Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 1:** The student understands the significances of important individuals and major developments in history.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
1. (A) researches the historical and current day contributions of significant individuals in his/her community.	1. create a classroom hall of fame, emphasizing the contributions of historical and current day significant individuals in the community.

**Kansas, United States, and World History**

**Third Grade**

**History Standard:** The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

**Benchmark 2:** The student understands the importance of the experiences of groups of people who have contributed to the richness of our heritage.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) compares life in his/her community with another community. (e.g., population/location, jobs, customs, history, natural resources, ethnic groups, local government).</li> <li>2. (A) retells the story of settlement in his/her community using local documents and/or artifacts.</li> </ol>	<ol style="list-style-type: none"> <li>1. use a Venn diagram to compare and contrast your community with another community.</li> <li>2. visit a local historical society/museum or public library; ask to view primary source documents, such as letters and diaries that were written by early settlers to you community.</li> </ol>

**Kansas, United States, and World History**

**Third Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 3:** The student understands the significance of events, holidays, documents, and symbols which are important to Kansas, United States and World history.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (K) explains customs related to holidays and ceremonies celebrated by specific cultural groups in Kansas (e.g., Kwanzaa, Cinco de Mayo, St. Patrick’s Day, St. Lucia, Christmas, Ramadan, Lunar New Year, Hanukah).</li> <li>2. (K) locates and explains the importance of landmarks and historical sites within your local community and/or Kansas.</li> <li>3. (A) describes various cultures by studying dance, music, folklore, and arts of ethnic groups within your community and/or Kansas.</li> </ol>	<ol style="list-style-type: none"> <li>1. make a pamphlet/brochure describing the customs related to different Kansas cultural holidays and ceremonies.</li> <li>2. as a class, make a picture book of important landmarks and historical sites within your community or state.</li> <li>3. attend a local cultural dance or music performance; write a letter to the group telling what you learned about their culture from that presentation.</li> </ol>

**Kansas, United States, and World History**

**Third Grade**

**History Standard: The student uses a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.**

**Benchmark 4:** The student engages in historical thinking skills.

Third Grade Knowledge and Application Indicators	Third Grade Instructional Suggestions
<ol style="list-style-type: none"> <li>1. (A) creates and uses timelines to illustrate a community’s history.</li> <li>2. (A) locates information about communities from a variety of sources.</li> <li>3. uses information to solve problems to frame important historical questions.</li> <li>4. (A) observes and draws conclusions in their own words.</li> <li>5. (A) identifies and compares information from primary and secondary sources (e.g., discuss ideas; formulates broad and specific questions at both the knowledge and comprehension level; selects, organizes, records and shares relevant information in their own words; uses different formats of information).</li> <li>6. (A) uses research skills (e.g., selects relevant information, organizes and shares information in their words, discusses ideas, formulates broad and specific questions at both the knowledge and comprehension level, with help knows there are different formats of information; locates appropriate and, records information).</li> </ol>	<ol style="list-style-type: none"> <li>1. create and use personal and historical timelines; make a human timeline – study an historical topic, write an important fact about the topic on a sheet of paper (total of 5-7 facts), give the facts to a small group of students and have them arrange themselves in order along a timeline.</li> <li>2. retell historical stories about the community using a variety of sources. (e.g., maps, photos, oral histories, newspapers, letters, etc.)</li> <li>3. research a problem that arose as your community was growing, how did the people go about trying to find ways to solve the problem, what did they finally decide to do.</li> <li>4. summarize information in a conclusion using own words.</li> <li>5. have students explain why a source is either primary or secondary.</li> <li>6. develop a research project on a topic students have been studying; help students to develop a question about the topic and assist students in gathering, organizing, and recording details (in their own words) that will answer the question; give students an opportunity to share their information with others.</li> </ol>