ASSURANCES:

By the end of Third Grade the student will:
1. Understand the effects that inspiring heroes have had on communities, past and present.
2. Learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, and new communities.
3. Identify people who made a difference, influenced public policy and decision making and participated in resolving issues which are important to all people.
4. Develop an understanding of the economic, cultural, and scientific contributions made by individuals.

Third Grade Social Studies Skills

VOCABULARY

<table>
<thead>
<tr>
<th>categorize</th>
<th>compare</th>
<th>effect</th>
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</thead>
<tbody>
<tr>
<td>cause</td>
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<td>illustration</td>
</tr>
<tr>
<td>data</td>
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</tbody>
</table>

Throughout the year students will master certain skills. Many of these skills can and should be integrated into reading/language arts and/or mathematics instruction. These skills are reinforced and mastered through the teaching of social studies content. Some skills may need to be taught explicitly but in the context of mastering social studies objectives.

The Student will:
1. Obtain information, including historical and geographical data about the community, using a variety of print, oral, visual and computer sources. (TEKS 3.16A)
2. Sequence and categorize information (TEKS 3.16B)
3. Interpret oral, visual and print material by identifying the main idea, identifying cause and effect and comparing and contrasting. (TEKS 3.16C)
4. Use various parts of a source, including the table of contents, glossary, and index, as well as keyboard computer searches, to locate information. (TEKS 3.16D)
5. Interpret and create visuals including graphs, charts, tables, timelines, illustrations and maps. (TEKS 3.16E)
6. Use appropriate mathematical skills to interpret social studies information such as maps and graphs. (TEKS 3.16F)
7. Express ideas orally based on knowledge and experiences. (TEKS 3.17A)
8. Create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas. (TEKS 3.17B)
9. Use standard grammar, spelling, sentence structure and punctuation. (TEKS 3.17C)
10. Use a **problem-solving** process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution and evaluate the effectiveness of the solution. (TEKS 3.18A)

11. Use **decision-making** process to identify a situation that requires a decision, gather information, identify options, predict consequences and take action to implement a decision. (TEKS 3.18B)
CITIZENSHIP IN OUR COMMUNITY

The Student will:

12. Explain the meaning and recite the **Pledge to the United States Flag** and the **Pledge to the Texas Flag**. (TEKS 3.10C)

13. Identify and explain the reason why **El Paso** is known as “the pass”.
   (TEKS 3.4A)

14. Define what a pass means. (TEKS 3.4A)

15. Identify and explain reasons people have formed **communities** such as **Littlefield** and **El Paso**. (TEKS 3.2A)

16. Identify and explain reasons people have formed communities, including a need for security, **laws**, and material well-being. (TEKS 3.2A)

17. Compare ways in which people in Littlefield and communities around the world meet their needs for **government, education, communication, transportation**, and **recreation** over time and in the present. (TEKS 3.2B)

18. Describe and compare how individuals, events and ideas have adapted and modified the **physical environment** of Littlefield over time.
   (TEKS 3.4B)

19. Identify and describe ordinary people who exemplify **good citizenship** in **Littlefield**. (TEKS 3.10D)

20. Describe how **individuals, events, and ideas** have changed **communities** over time.
    (TEKS 3.1A)

21. Describe and give examples of **community changes** that result from individual or group (committees or organizations) decisions. (TEKS 3.11A)

22. Identify and explain examples of actions individuals and groups can take to **improve the community**, such as disposing of trash, planting trees and assisting the elderly. (TEKS 3.11B)

23. Explain the significance of selected **ethnic and/or cultural celebrations** in **Texas**, the **United States**, and other nations including Labor Day and Citizenship Day (Sept. 17). (TEKS 3.12A)
Every Six Weeks:

24. Identify and describe the characteristics of good citizenship such as belief in justice, truth, equality, and responsibility for the common good. (TEKS 3.10A)

25. Identify and use the compass rose, grid and symbols to locate places on maps and globes (using a map of Littlefield). (TEKS 3.5C)

26. Identify and use cardinal and intermediate directions to locate places on maps and globes such as the Amazon River, Himalayan Mountains, and Washington D.C. (TEKS 3.5A)

27. Identify and use a scale to determine the distance between places on maps and globes. (TEKS 3.5B)

28. Use appropriate mathematical skills to interpret social studies information such as maps and graphs. (TEKS 3.16F)
Social Studies

Social Studies – Second Six Weeks

VOCABULARY

<table>
<thead>
<tr>
<th>citizenship</th>
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<td>security</td>
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<td>Columbus, Christopher</td>
<td>mayor</td>
<td>United States</td>
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<td>community</td>
<td>neighborhood</td>
<td>Veteran’s Day</td>
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<tr>
<td>government</td>
<td></td>
<td>*current mayor’s name</td>
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</table>

LOCAL GOVERNMENT

The Student will:

29. Identify local government officials and explain how they are chosen, such as the mayor, fire chief, police chief, sheriff, and city council members. (TEKS 3.9C)

30. Explain the importance of the consent of the governed to the function of local government. (TEKS 3.9E)

31. Describe the basic structure of government in the local community, including the city council. (TEKS 3.9A)

32. Identify and describe services commonly provided by local government such as trash collection, and fire and police protection. (TEKS 3.9B)

33. Explain how local government services are financed using taxes. (TEKS 3.9D)

34. Identify and explain the importance of acts of civic responsibility, including obeying laws and voting. (TEKS 3.10C)

35. Describe how individuals such as Christopher Columbus in 1492 and his discovery of the new areas of the world contributed to the expansion of existing communities or to the creation of new communities. (TEKS 3.1C)

36. Explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States, and other nations, including Columbus Day. (TEKS 3.12A)

Every Six Weeks:

37. Identify and describe the characteristics of good citizenship such as belief in justice, truth, equality, and responsibility for the common good. (TEKS 3.10A)

38. Identify and use the compass rose, grid and symbols to locate places on maps and globes (using a map of Littlefield). (TEKS 3.5C)

39. Identify and use cardinal and intermediate directions to locate places on maps and globes such as the Amazon River, Himalayan Mountains, and Washington D.C. (TEKS 3.5A)

40. Identify and use a scale to determine the distance between places on maps and globes. (TEKS 3.5B)

41. Use appropriate mathematical skills to interpret social studies information such as maps and graphs. (TEKS 3.16F)
Social Studies

Social Studies – Third Six Weeks

VOCABULARY

<table>
<thead>
<tr>
<th>Amazon River</th>
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<th>Northwest</th>
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<tr>
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<td>region</td>
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<td>Kwanzaa</td>
<td>scale</td>
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<td>landforms</td>
<td>South</td>
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<td>Lewis, Meriwether</td>
<td>Southeast</td>
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<td>coordinate</td>
<td>natural hazards</td>
<td>Southwest</td>
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<tr>
<td>East</td>
<td>natural resources</td>
<td>symbol</td>
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<tr>
<td>graph</td>
<td>North</td>
<td>Washington, D.C.</td>
</tr>
<tr>
<td>grid</td>
<td>Northeast</td>
<td>West</td>
</tr>
</tbody>
</table>

DISCOVERING OUR WORLD

The Student will:

42. Use **cardinal** and **intermediate directions** to locate places including the Amazon River, Himalayan Mountains and **Washington, D.C.**, using **maps** and **globes**. (TEKS 3.5A)
43. Draw maps of places and regions that contain map elements including **title**, **compass rose**, **legend**, **scale**, and **grid system**. (TEKS 3.5D)
44. Use **scale** to determine the **distances between places** on **maps** and **globes**. (TEKS 3.5B)
45. Describe and explain variations in the **physical environment** including **climate**, **landforms**, **natural resources** and **natural hazards**. (TEKS 3.4A)
46. Describe how individuals such as **Meriwether Lewis** and **William Clark** have contributed to the expansion of existing communities or to the creation of new communities as a result of the **Louisiana Purchase in 1803**. (TEKS 3.1C)
47. Explain the significance of selected **ethnic** and/or **cultural celebrations** in **Texas**, the **United States** and other nations including **Election Day**, **Veteran’s Day** (Nov. 11), Thanksgiving, Hanukkah, Christmas, Ramadan, and Kwanzaa. (TEKS 3.12A)
48. Compare **ethnic** and/or **cultural celebrations** in **Texas**, the **United States**, and other nations. (TEKS 3.12B)

Every Six Weeks:

49. Identify and describe the characteristics of **good citizenship** such as **belief** in **justice**, **truth**, **equality**, and **responsibility** for the common good. (TEKS 3.10A)
50. Identify and use the **compass rose**, **grid** and **symbols** to locate places on **maps** and **globes** (using a map of Littlefield). (TEKS 3.5C)
51. Use **cardinal and intermediate directions** to locate places on maps and globes such as the Amazon River, Himalayan Mountains, and Washington D.C. (TEKS 3.5A)
52. Use a **scale** to determine the distance between places on **maps** and **globes**. (TEKS 3.5B)
53. Use appropriate **mathematical skills** to interpret social studies information such as maps and graphs. (TEKS 3.16F)
The Student will:

54. Identify and explain the contributions of historic figures such as Jane Addams, Harriet Tubman, and Helen Keller who have exemplified good citizenship. (TEKS 3.10B)

55. Identify and give examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good. (TEKS 3.11C)

56. Identify and describe individuals such as Pierre-Charles L’Enfant who have helped to plan and shape communities. (TEKS 3.1B)

57. Identify and explain the contributions of historic figures such as Henry Ford and Pierre-Charles L’Enfant and ordinary people in the community who have started new businesses and/or had a major impact on a community. (TEKS 3.8D)

58. Compare and describe how people in different communities adapt to or modify the physical environment such as designing and building structures. (TEKS 3.4B)

59. Describe the effects of physical and human processes in shaping the landscape. (TEKS 3.4C)

60. Describe how individuals, events, and ideas have changed communities over time. (TEKS 3.1A)

61. Identify and describe the contributions of scientists and inventors such as Louis Daguerre, Cyrus McCormick, Louis Pasteur and Jonas Salk who have created or invented new technology. (TEKS 3.15A)

62. Identify and explain the impact of new technology in photography, farm equipment, pasteurization and medical vaccines on communities around the world. (TEKS 3.15B)

63. Create and interpret timelines. (TEKS 3.3B)

64. Use vocabulary related to chronology, including ancient and modern times, and past, present and future times. (TEKS 3.3A)

65. Describe historical times in terms of years, decades and centuries. (TEKS 3.3C)
66. Explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States and other nations including New Year’s Day and Martin Luther King Day. (TEKS 3.12A)

Every Six Weeks:
67. Identify and describe the characteristics of good citizenship such as belief in justice, truth, equality, and responsibility for the common good. (TEKS 3.10A)
68. Identify and use the compass rose, grid and symbols to locate places on maps and globes (using a map of Littlefield). (TEKS 3.5C)
69. Use cardinal and intermediate directions to locate places on maps and globes such as the Amazon River, Himalayan Mountains, and Washington D.C. (TEKS 3.5A)
70. Use a scale to determine the distance between places on maps and globes. (TEKS 5B)
71. Use appropriate mathematical skills to interpret social studies information such as maps and graphs. (TEKS 3.16F)
Littlefield I.S.D. Benchmark Targets /Third Grade

SUMMER 2005

Social Studies

Social Studies – Fifth Six Weeks

VOCABULARY

<table>
<thead>
<tr>
<th>allocates</th>
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<tbody>
<tr>
<td>budget</td>
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<td>consumption</td>
<td>interdependence</td>
<td>services</td>
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<td>demand</td>
<td>President’s Day</td>
<td>simple business</td>
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<td>distribution</td>
<td>production</td>
<td>spending</td>
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<td>earning</td>
<td>profit</td>
<td>St. Patrick’s Day</td>
</tr>
<tr>
<td>free enterprise</td>
<td></td>
<td>supply</td>
</tr>
</tbody>
</table>

ECONOMICS IN OUR WORLD

The Student will:

72. Explain the concept of a free market. (TEKS 3.7D)
73. Describe and give examples of how a simple business operates. (TEKS 3.8A)
74. Explain how supply and demand affects the price of a good or a service. (TEKS 3.8B)
75. Explain how the cost of production and selling price affects profits. (TEKS 3.8C)
76. Identify and describe ways of earning, spending and saving money. (TEKS 3.6A)
77. Explain and identify examples of scarcity. (TEKS 3.7A)
78. Explain the impact of scarcity on the production, distribution and consumption of services. (TEKS 3.7B)
79. Explain the impact of scarcity and interdependence within and among communities. (TEKS 3.7C)
80. Analyze a simple budget that allocates money for spending and saving. (TEKS 3.6B)
81. Explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States and other nations including President’s Day and St. Patrick’s Day. (TEKS 3.12A)

Every Six Weeks:

82. Identify and describe the characteristics of good citizenship such as belief in justice, truth, equality, and responsibility for the common good. (TEKS 3.10A)
83. Identify and use the compass rose, grid and symbols to locate places on maps and globes (using a map of Littlefield). (TEKS 3.5C)
84. Use cardinal and intermediate directions to locate places on maps and globes such as the Amazon River, Himalayan Mountains, and Washington D.C. (TEKS 3.5A)
85. Use a scale to determine the distance between places on maps and globes. (TEKS 3.5B)
86. Use appropriate mathematical skills to interpret social studies information such as maps and graphs. (TEKS 3.16F)
Social Studies

Social Studies – Sixth Six Weeks

VOCABULARY

| Boone, Daniel  | culture       | Greek    |
| Bunyan, Paul   | ethnic        | Independence Day |
| celebrations  | folktales     | legends   |
| Cinco de Mayo  | heritage      | Memorial Day |
| Croscn, Robinson| hero          | myths     |
| Crockett, Davy | heroic deed   | Roman     |

HEROES AND LEGENDS

The Student will:

87. Identify and explain the heroic deeds of state and national heroes such as Daniel Boone (a frontier explorer who started settlements) and Davy Crockett (who fought and died at the Alamo). (TEKS 3.13A)

88. Identify and retell the heroic deeds of characters from American folktales and legends such as Pecos Bill and Paul Bunyan. (TEKS 3.13B)

89. Retell the heroic deeds of characters of Greek and Roman myths. (TEKS 3.13C)

90. Identify and explain how selected fictional characters such as Robinson Crusoe created new communities. (TEKS 3.13D)

91. Identify selected individual writers and artists and their stories, poems, statues, paintings and other examples of cultural heritage from communities around the world. (TEKS 3.14A)

92. Explain the significance of selected individual writers and artists and their stories, poems, statues, paintings and other examples of cultural heritage of their communities around the world. (TEKS 3.14B)

93. Identify and compare human characteristics of selected communities and regions. (TEKS 3.4D)

94. Explain the significance of selected ethnic and/or cultural celebrations in Texas, the United States and other nations such as Cinco de Mayo, Memorial Day, and Independence Day (4th of July). (TEKS 3.12A)

95. Compare ethnic and/or cultural celebrations in Texas, the United States, and other nations such as Independence Day (U.S. Declaration of Independence in 1776), Cinco de Mayo (Mexico’s victory from France), and Texas Independence Day (Texas declared independence from Mexico). (TEKS 3.12B)

Every Six Weeks:

96. Identify and describe the characteristics of good citizenship such as belief in justice, truth, equality, and responsibility for the common good. (TEKS 3.10A)

97. Identify and use the compass rose, grid and symbols to locate places on maps and globes (using a map of Littlefield). (TEKS 3.5C)

98. Use cardinal and intermediate directions to locate places on maps and globes such as the Amazon River, Himalayan Mountains, and Washington D.C. (TEKS 3.5A)
99. Use a scale to determine the distance between places on maps and globes. (TEKS 3.5B)

100. Use appropriate mathematical skills to interpret social studies information such as maps and graphs. (TEKS 3.16F)