

2008-2009 Third Grade Standards

For ELA standards:

The teacher should continue to address earlier indicators as they apply to more difficult texts. Instructional baseline expectations are not intended to be all-inclusive documents.

READING: Understanding and Using Literary Texts

Standard 3-1 The student will read and comprehend a variety of literary texts in print and nonprint formats.

Students in grade three read four major types of literary texts: **fiction**, **literary nonfiction**, **poetry**, and **drama**. In the category of **fiction**, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, picture books, folktales, legends, fables, tall tales, myths, and fantasy. In the category of **literary nonfiction**, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of **poetry**, they read narrative poems, lyrical poems, humorous poems, and free verse.

- 3-1.1 Analyze the details that support the expression of main idea in a given literary text.
- 3-1.2 Analyze a given literary text to make, revise, and confirm predictions and draw conclusions.
- 3-1.3 Analyze the text to determine first-person point of view.
- 3-1.4 Distinguish among devices of figurative language (including simile, metaphor, personification, hyperbole) & sound devices (including onomatopoeia and alliteration).
- 3-1.5 Analyze the relationship among characters, setting, and plot in a given literary text.
- 3-1.6 Analyze the effect of the author's craft (for example, word choice and sentence structure) on the meaning of a given literary text.
- 3-1.7 Create responses to literary texts through a variety of methods (for example, writing, creative dramatics, and the visual and performing arts).
- 3-1.8 Classify works of fiction (including fables, tall tales, & folktales) by characteristics.
- 3-1.9 Classify works of nonfiction (including biographies) by characteristics.
- 3-1.10 Recognize the characteristics of poetry (including stanza, rhyme, and repetition).
- 3-1.11 Analyze cause-and-effect relationships in literary texts.
- 3-1.12 Read independently for extended periods of time for pleasure.

READING: Understanding and Using Informational Texts

Standard 3-2 The student will read and comprehend a variety of informational texts in print and nonprint formats.

Students in grade three read **informational (expository/persuasive/argumentative) texts** of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, book reviews, journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts.

- 3-2.1 Summarize evidence that supports the central idea of a given informational text.
- 3-2.2 Analyze informational texts to draw conclusions and make inferences.
- 3-2.3 Distinguish between facts and opinions in informational texts.

- 3-2.4 Create responses to informational texts through a variety of methods (for example, drawings, written works, and oral presentations).
- 3-2.5 Use headings, subheadings, print styles, captions, and chapter headings to gain information.
- 3-2.6 Use graphic features (including illustrations, graphs, charts, maps, diagrams, and graphic organizers) as sources of information.
- 3-2.7 Use functional text features (including tables of contents, glossaries, and indexes) as sources of information.
- 3-2.8 Analyze informational texts to identify cause-and-effect relationships.
- 3-2.9 Read independently for extended periods of time to gain information.

READING: Building Vocabulary

Standard 3-3 The student will use word analysis and vocabulary strategies to read fluently.

- 3-3.1 Generate the meaning of unfamiliar & multiple-meaning words by using context clues.
- 3-3.2 Use base words and affixes to determine the meanings of words.

baseline expectations: Grade 3	
Prefixes	
Use any base word students are studying.	
Suffixes	-less, -ar, -or, -en, -ful, -ly, -y

- 3-3.3 Interpret the meaning of idioms encountered in texts.
- 3-3.4 Read high-frequency words in texts.

about	done	full	if	much	pretty	start
better	draw	got	keep	myself	seven	ten
bring	drink	grow	kind	never	shall	today
carry	eight	hold	laugh	only	show	together
clean	fall	hot	light	own	six	try
cut	far	hurt	long	pick	small	warm

- 3-3.5 Use context clues to determine the relationship between two or more words (including synonyms, antonyms, and homonyms).
- 3-3.6 Spell high-frequency words.
- 3-3.7 Spell correctly

- words that have blends,
- contractions,
- compound words,
- orthographic patterns (for example, *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural), and
- common homonyms.

WRITING: Developing Written Communications

Standard 3-4 The student will create written work that has a clear focus, sufficient detail, coherent organization, effective use of voice, and correct use of the conventions of written Standard American English.

- 3-4.1 Generate and organize ideas for writing using prewriting techniques (for example, creating lists, having discussions, and examining literary models).

- 3-4.2 Use complete sentences (including compound sentences) in writing.
- 3-4.3 Create paragraphs that include a topic sentence with supporting details and logical transitions.
- 3-4.4 Use grammatical conventions of written Standard American English including
- comparative and superlative adjectives,
 - prepositions and prepositional phrases,
 - conjunctions (*because, since, yet, until*), and
 - nominative and objective case pronouns.

Composite Writing Matrix

Grade Level	Conventions of Grammar	Mechanics of Editing	Revision and Organizational Strategies	Writing Products (Examples)
3	<ul style="list-style-type: none"> • comparative and superlative adjectives • prepositions • prepositional phrases • conjunctions (<i>because, since, yet, until</i>) • nominative and objective case pronouns 	<p style="text-align: center;">Capitalization</p> <ul style="list-style-type: none"> • geographic names • holidays • historical and special events <p style="text-align: center;">Punctuation</p> <ul style="list-style-type: none"> • commas in addresses • commas in greetings and closings of letters • commas in compound sentences • apostrophes in contractions • apostrophes in possessive pronouns • periods in abbreviations • indentation of paragraphs <p style="text-align: center;">Spelling</p> <ul style="list-style-type: none"> • misused homonyms • high-frequency multisyllabic words • words that have blends • contractions • compound words • orthographic patterns (for ex., qu, consonant doubling, changing the ending of a word from –y to –ies when forming the plural) 	<ul style="list-style-type: none"> • word choice • logical progression of ideas • use of compound sentences • paragraphs that include topic sentences with supporting details and logical transitions • quality of voice 	<p>Narrative writing that includes</p> <ul style="list-style-type: none"> • characters • setting • logical sequence <p>Writing to describe</p> <ul style="list-style-type: none"> • people • places • events <p>Writing to entertain</p> <ul style="list-style-type: none"> • riddles • jokes <p style="text-align: center;">Writing to communicate</p> <ul style="list-style-type: none"> • friendly letters that include a greeting, body, closing, and signature • invitations that include the time, date, and place of the event

3-4.5 Revise organization & development of content & the quality of voice in written works.

3-4.6 Edit for the correct use of written Standard American English including

- capitalization
 - geographic names
 - holidays
 - historical and special events

- punctuation
 - commas in addresses
 - commas in the greeting and closing of letters
 - commas in compound sentences
 - apostrophes in contractions and possessive pronouns
 - periods in abbreviations
 - indentation of paragraphs
- spelling
 - misused homonyms
 - high-frequency multisyllabic words
 - words that have blends
 - contractions
 - compound words
 - orthographic patterns (for example, *qu*, consonant doubling, changing ending of a word from *-y* to *-ies* when forming plural)

3-4.7 Use correct letter formation when using manuscript and cursive writing.

WRITING: Producing Written Communications in a Variety of Form

Standard 3-5 The student will write for a variety of purposes and audiences.

- 3-5.1 Create written communications (for example, friendly letters that include a greeting, body, closing, and signature and invitations that include the time, date, and place of the event).
- 3-5.2 Create narratives that include characters and setting and follow a logical sequence.
- 3-5.3 Create written descriptions about people, places, or events.
- 3-5.4 Create written pieces (for example, riddles and jokes) to entertain others.

RESEARCHING: Applying the Skills of Inquiry and Oral Communication

Standard 3-6 The student will access and use information from a variety of sources.

- 3-6.1 Generate a topic for inquiry.
- 3-6.2 Use print sources (for example, books, magazines, charts, graphs, diagrams, dictionaries, encyclopedias, atlases, and thesauri) and nonprint sources (for example, pictures, photographs, video, and television) to access information.
- 3-6.3 Organize information by classifying or sequencing.
- 3-6.4 Paraphrase research information accurately and meaningfully.
- 3-6.5 Use the Internet as a source of information.
- 3-6.6 Use vocabulary (including Standard American English) that is appropriate for the particular audience or purpose.
- 3-6.7 Use appropriate visual aids (for example, pictures, objects, and charts) to support oral presentations

PACT Editing Reminders:

- Write interesting and clear ideas.
- Use details and descriptions.
- Write a beginning, middle, and end.
- Check spelling.
- Check punctuation.
- Stay on topic.
- Check for correct use of capital letters.

Writing Program for Third Grade

<p>Personal Writing</p> <ul style="list-style-type: none"> • Journals • Literature Response • Personal Response • Learning Log • Writer's Notebook • Memoir* • Recording History • Record Oral History <p>Real World Application</p> <ul style="list-style-type: none"> • Friendly Letter • Persuasive* • Writing Directions • Science Observations <p>Research</p> <ul style="list-style-type: none"> • Report* • Multiple paragraphs • 3 or more sources including Internet • Book Reports <p>Literary Models</p> <ul style="list-style-type: none"> • Poetry • Acrostic • Cinquain • Haiku • Couplet • Diamante • Free Verse • Scripts • Fairy Tales* 	<p style="text-align: center;">The Five Cycles of Writing Instruction</p> <hr/> <p>Cycle 1: Self-selected Writing</p> <p>Students will self-select a topic. Students are willing to write. Students share their writing with their peers.</p> <hr/> <p>Cycle 2: Process Writing</p> <p>(Prewriting, Drafting, Editing, and Publishing) Students will self-select topics. Students will plan their writing. Students will draft, edit, conference, and publish.</p> <hr/> <p>Cycle 3: Process Writing</p> <p>(Prewriting, Drafting, Revising, Editing, and Publishing) Students will self-select topics. Students will plan their writing. Students will draft, revise, edit, conference, and publish.</p> <hr/> <p>Cycle 4: Process Writing Specific Genres</p> <p>(Prewriting, Drafting, Revising, Editing and Publishing) Students will self-select or will be given a topic. Students will plan for a specific genre. Students will draft, revise, edit, conference, and publish.</p> <hr/> <p>Cycle 5: Single Draft Focused Writing</p> <p>(Teaching students how to address a prompt)</p> <p style="text-align: center;"><u>Prewriting Phase</u></p> <p>Step 1: Teacher or review background knowledge for the prompt. Step 2: Present prompt and answer students' questions about it. Step 3: Have students engage in inquiry or research. <i>(Optional)</i> Step 4: Have students individually plan their writing. <p style="text-align: center;"><u>Writing Phase</u></p> Step 5: Have students write first drafts. <p style="text-align: center;"><u>Sharing Phase (Optional)</u></p> Step 6: Have each student share her first draft with at least one other student.</p>
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Mathematics

Standard 3-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.

- 3-1.1 Analyze information to solve increasingly more sophisticated problems.
- 3-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.
- 3-1.3 Explain and justify answers on the basis of mathematical properties, structures, and relationships.
- 3-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.
- 3-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.
- 3-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered.
- 3-1.7 Use flexibility in mathematical representations.
- 3-1.8 Recognize the limitations of various forms of mathematical representations.

Number and Operations

Standard 3-2: The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.

- 3-2.1 Compare whole-number quantities through 999,999 by using the terms *is less than*, *is greater than*, and *is equal to* and the symbols $<$, $>$, and $=$.
- 3-2.2 Represent in word form whole numbers through *nine hundred ninety-nine thousand*.
- 3-2.3 Apply an algorithm to add and subtract whole numbers fluently.
- 3-2.4 Apply procedures to round any whole number to the nearest 10, 100, or 1,000.
- 3-2.5 Understand fractions as parts of a whole.
- 3-2.6 Represent fractions that are greater than or equal to 1.
- 3-2.7 Recall basic multiplication facts through 12×12 and corresponding division facts.
- 3-2.8 Compare the inverse relationship between multiplication and division.
- 3-2.9 Analyze the effect that adding, subtracting, or multiplying odd and/or even numbers has on the outcome.
- 3-2.10 Generate strategies to multiply whole numbers by using one single-digit factor and one multidigit factor.
- 3-2.11 Use basic number combinations to compute related multiplication problems that involve multiples of 10.
- 3-2.12 Analyze the magnitude of digits through 999,999 on the basis of their place value.

Algebra

Standard 3-3: The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time.

- 3-3.1 Create numeric patterns that involve whole-number operations.
- 3-3.2 Apply procedures to find missing numbers in numeric patterns that involve whole-number operations.
- 3-3.3 Use symbols to represent an unknown quantity in a simple addition, subtraction, or multiplication equation.
- 3-3.4 Illustrate situations that show change over time as increasing.

Geometry

Standard 3-4: The student will demonstrate through the mathematical processes an understanding of the connection between the identification of basic attributes and the classification of two-dimensional shapes.

- 3-4.1 Identify specific attributes of circles: center, radius, circumference, and diameter.
- 3-4.2 Classify polygons as either triangles, quadrilaterals, pentagons, hexagons, or octagons according to the number of their sides.
- 3-4.3 Classify lines and line segments as either parallel, perpendicular, or intersecting.
- 3-4.4 Classify angles as either right, acute, or obtuse.
- 3-4.5 Classify triangles by the length of their sides as either scalene, isosceles, or equilateral and by the size of their angles as either acute, obtuse, or right.
- 3-4.6 Exemplify points, lines, line segments, rays, and angles.
- 3-4.7 Analyze the results of combining and subdividing circles, triangles, quadrilaterals, pentagons, hexagons, and octagons.
- 3-4.8 Predict the results of one transformation—either slide, flip, or turn—of a geometric shape.

Measurement

Standard 3-5: The student will demonstrate through the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining perimeters of polygons; and the values and combinations of coins required to make change.

- 3-5.1 Use the fewest possible number of coins when making change.
- 3-5.2 Use appropriate tools to measure objects to the nearest unit: measuring length in meters and half inches; measuring liquid volume in fluid ounces, pints, and liters; and measuring mass in grams.
- 3-5.3 Recognize the relationship between meters and yards, kilometers and miles, liters and quarts, and kilograms and pounds.
- 3-5.4 Use common referents to make comparisons and estimates associated with length, liquid volume, and mass and weight: meters compared to yards, kilometers to miles, liters to quarts, and kilograms to pounds.
- 3-5.5 Generate strategies to determine the perimeters of polygons.
- 3-5.6 Use analog and digital clocks to tell time to the nearest minute.
- 3-5.7 Recall equivalencies associated with time and length: 60 seconds = 1 minute and 36 inches = 1 yard.

Data Analysis and Probability

Standard 3-6: The student will demonstrate through the mathematical processes an understanding of organizing, interpreting, analyzing and making predictions about data, the benefits of multiple representations of a data set, and the basic concepts of probability.

3-6.1 Apply a procedure to find the range of a data set.

3-6.2 Organize data in tables, bar graphs, and dot plots.

3-6.3 Interpret data in tables, bar graphs, pictographs, and dot plots.

3-6.4 Analyze dot plots and bar graphs to make predictions about populations.

3-6.5 Compare the benefits of using tables, bar graphs, and dot plots as representations of a given data set.

3-6.6 Predict on the basis of data whether events are *likely, unlikely, certain, or impossible* to occur.

3-6.7 Understand when the probability of an event is 0 or 1.

Third Grade South Carolina Studies

H= history G= geography P = political science/government E = economics

Standard 3-1: The student will demonstrate an understanding of places and regions and the role of human systems in South Carolina.

- 3-1.1 Identify on a map the location and characteristics of significant physical features of South Carolina, including landforms; river systems such as the Pee Dee River Basin, the Santee River Basin, the Edisto River Basin, and the Savannah River Basin; major cities; and climate regions. (G)
- 3-1.2 Interpret thematic maps of South Carolina places and regions that show how and where people live, work, and use land and transportation. (G, P, E)
- 3-1.3 Categorize the six geographic regions of South Carolina—the Blue Ridge Mountain Region, the Piedmont, the Sand Hills, the Inner Coastal Plain, the Outer Coastal Plain, and the Coastal Zone—according to their different physical and human characteristics. (G)
- 3-1.4 Explain the effects of human systems on the physical landscape of SC over time, including the relationship of population distribution and patterns of migration to natural resources, climate, agriculture, and economic development. (G, E, H)

Standard 3-2: The student will demonstrate an understanding of the exploration and settlement of South Carolina and the United States.

- 3-2.1 Explain the motives behind the exploration of South Carolina by the English, the Spanish, and the French, including the idea of "for king and country." (G, P, E, H)
- 3-2.2 Summarize activities & accomplishments of key explorers of SC, including Hernando de Soto, Jean Ribault, Juan Pardo, Henry Woodward, and William Hilton. (H, G)
- 3-2.3 Use a map to identify sea & land routes of explorers of SC & compare the geographic features of areas they explored, including climate & the abundance of forests. (G, H)
- 3-2.4 Compare the culture, governance, and geographic location of different Native American nations in SC, including three principal nations—Cherokee, Catawba, and Yemassee—that influenced the development of colonial South Carolina. (H, G, P, E)
- 3-2.5 Summarize the impact that European colonization of South Carolina had on Native Americans, including conflicts between settlers and Native Americans. (H, G)
- 3-2.6 Summarize contributions of settlers in SC under the Lords Proprietors and the Royal colonial government, including the English from Barbados and the other groups who made up the diverse European population of early South Carolina. (H, G)
- 3-2.7 Explain the transfer of the institution of slavery into South Carolina from the West Indies, including the slave trade and the role of African Americans in the developing plantation economy; the daily lives of African American slaves and their contributions to South Carolina, such as the Gullah culture and the introduction of new foods; and African American acts of resistance against white authority. (H, E, P, G)

Standard 3-3: The student will demonstrate an understanding of the American Revolution and South Carolina's role in the development of the new American nation.

- 3-3.1 Analyze the causes of the American Revolution—including Britain's passage of the Tea Act, the Intolerable Acts, the rebellion of the colonists, and the Declaration of Independence—and South Carolina's role in these events. (H, P, E)

- 3-3.2 Summarize the key conflicts and key leaders of the American Revolution in South Carolina and their effects on the state, including the occupation of Charleston by the British; the partisan warfare of Thomas Sumter, Andrew Pickens, and Francis Marion; and the battles of Cowpens and Kings Mountain. (H, P, G)
- 3-3.3 Summarize the effects of the American Revolution in South Carolina, including the establishment of a new nation and a new state government and capital. (H, P, G)
- 3-3.4 Outline the current structure of state government, including the branches of government; the names of the representative bodies; and the role that cities, towns, and counties play in this system. (P, G)

Standard 3-4: The student will demonstrate an understanding of the events that led to the Civil War, the course of the War and Reconstruction, and SC's role in these events.

- 3-4.1 Compare the conditions of daily life for various classes of people in South Carolina, including the elite, the middle class, the lower class, the independent farmers, and the free and the enslaved African Americans. (H, E)
- 3-4.2 Summarize the institution of slavery prior to the Civil War, including reference to conditions in South Carolina, the invention of the cotton gin, subsequent expansion of slavery, and economic dependence on slavery. (H, E, P)
- 3-4.3 Explain the reasons for South Carolina's secession from the Union, including the abolitionist movement, states' rights, and the desire to defend South Carolina's way of life. (H, P, E)
- 3-4.4 Outline the course of the Civil War and South Carolina's role in significant events, including the Secession Convention, the firing on Fort Sumter, the Union blockade of Charleston, and Sherman's march through South Carolina. (H, G)
- 3-4.5 Summarize the effects of the Civil War on the daily lives of people of different classes in South Carolina, including the lack of food, clothing, and living essentials and the continuing racial tensions. (H, E)
- 3-4.6 Explain how the Civil War affected South Carolina's economy, including destruction of plantations, towns, factories, and transportation systems. (E, H)
- 3-4.7 Summarize the effects of Reconstruction in SC, including the development of public education, racial advancements and tensions, and economic changes. (H, E, P)

Standard 3-5: The student will demonstrate an understanding of the major developments in South Carolina in the late nineteenth century and the twentieth century.

- 3-5.1 Summarize developments in industry and technology in South Carolina in the late nineteenth century and the twentieth century, including the rise of the textile industry, the expansion of the railroad, and the growth of the towns. (H, G, E)
- 3-5.2 Summarize the effects of state and local laws that are commonly known as Jim Crow laws on African Americans in particular & on South Carolinians as a whole. (H, P, E, G)
- 3-5.3 Summarize the changes in South Carolina's economy in the twentieth century, including the rise and fall of the cotton/textile markets and the development of tourism and other industries. (E, H)
- 3-5.4 Explain the impact and the causes of emigration from South Carolina and internal migration from the rural areas to the cities, including unemployment, poor sanitation and transportation services, and the lack of electricity and other modern conveniences in rural locations. (H, E, G)

- 3-5.5 Explain the effects of the *Great Depression* and the *New Deal* on daily life in South Carolina, including the widespread poverty and unemployment and the role of the *Civilian Conservation Corps*. (H, E, P)
- 3-5.6 Summarize the key events and effects of the civil rights movement in South Carolina, including the desegregation of schools (*Briggs v. Elliott*) and other public facilities and the acceptance of African Americans' right to vote. (P, H)
- 3-5.7 Summarize the rights and responsibilities that contemporary South Carolinians have in the schools, the community, the state, and the nation. (P)

Social Studies Standards Glossary

balance of payments	The total flow of money into a country minus the total flow of money out of a country.
balance of trade	The level of merchandise exported minus the level of merchandise imported.
barter	The direct trade of goods or services.
Bill of Rights	The first ten amendments to the United States Constitution.
capital	Wealth in form of money or property owned, used, or accumulated in business by an individual, partnership, or corporation; any form of material wealth used in production of more wealth.
citizen	Member of political society who has obligations to and is entitled to protection by and from government.
citizenship	The status of being a member of a state; quality of the individual's response the state as one who owes allegiance to it and is entitled to its protection and to the political rights it upholds.
community	A group of people living in the same locality under the same government.
comparative advantage	The principle that a country benefits from specializing in the production of the commodity that it is most efficient at producing.
confederal system	Alliance of independent states manifesting a degree of national unity through a central government of united powers (e.g., US under the Articles of Confederation, the Commonwealth of Independent States).
consumer price index	A number used to calculate changes in the average level of prices for a number of items typically bought by urban families.
corporation	An organization created by legal charter to conduct some type of business.
culture	Learned behavior of people, which includes their languages, belief systems, social relationships, institutions, and organizations as well as their material goods.
demand	Quantities of a good that consumers are willing and able to purchase at various prices during a given period of time.
democracy	A form of government in which political control is exercised by all the people, either directly or indirectly through their elected representatives.
depression	A prolonged and severe decline in the level of economic activity.

developing nation	Area of world that is changing from uneven growth to more constant economic conditions and is generally characterized by low rates of urbanization and relatively high rates of infant mortality and illiteracy.
diffusion	The spread of people, ideas, technology, & products throughout a number of places.
distribution	The arrangement of items over a specified area.
diversity	The variety of experiences and perspectives that arise from differences in race, culture, religion, mental or physical abilities, heritage, age, gender, and other characteristics.
due process of law	The right of every citizen to be protected against arbitrary action by government.
economics	Social science that deals with way society allocates scarce resources among its unlimited wants & needs.
entrepreneur	An individual who assumes the risk in producing a product for a profit.
entrepreneurship	The managerial ability and risk-taking that contribute to a productive society.
environment	Everything surrounding one (e.g., the Earth's environment includes everything in and on the Earth's surface and its atmosphere within which organisms, communities, and objects exist).
federal system (federalism)	The form of political organization in which power is divided among a central government and territorial subdivisions—in the US, among the national, state, and local governments.
foreign policy	Guidelines of a government directed to matters beyond its borders, especially regarding relations with other nation-states.
government	Institutions and procedures through which a territory is administered.
gross domestic product	The total dollar value of all goods and services produced by resources located in the United States during one year's time.
industrialization	Growth of machine production and factory system; process of introducing manufacturing into countries or regions where most people are engaged in primary economic activities.
inflation	A rise in the average level of prices.
institution (political)	Custom, practice (e.g., the institution of slavery), organization (e.g., Congress), relationship, or behavioral pattern of importance in life of a community or larger society.
interdependence	The condition in which people rely on each other for ideas, goods, and services.
interest	The price one pays for the use of someone else's money.
justice	The upholding of what is just—especially, fair treatment and due reward in accordance with honor, standards of equity and morality, or the law.
law of demand	The quantity demanded of a good will be greater at a lower price than the quantity demanded of the same good at a higher price.

law of supply	The quantity of a good supplied will be greater at a higher price than it will at a lower price.
map	Graphic representation of a portion of Earth that is usually drawn to scale on a flat surface.
market	Exchange activities between buyers and sellers of goods and services.
market economy	System of commercial enterprise in which decisions are made on basis of current trade factors.
migration	The act or process of people's moving from one place to another with the intent of staying at the destination permanently or for a relatively long period of time.
monarchy	The form of government in which political power is exercised by a single ruler under the claim of divine or hereditary right.
nation-state	Political unit that claims sovereignty over defined territory and jurisdiction over everyone in it.
opportunity cost	The value of any alternative that one must give up when one makes a choice.
places	Locations having distinctive characteristics that give them meaning and character and distinguish them from other locations.
population density	The calculation of the number of individuals occupying an area derived from dividing the number of people by the area they occupy.
price index	A number that compares prices in one year with those of some earlier base year.
quota	A predetermined limited quantity; in economics, a limit on the amount of imports or exports.
region	An area with one or more common characteristics or features that give it a measure of homogeneity and make it different from surrounding areas.
representative government	The form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.
resources	Aspect of the physical environment that people value and use to meet a need for fuel, food, industrial product, or something else of value.
rule of law	The principle that every member of a society, even a ruler, must follow the law.
sovereignty	Ultimate, supreme power in a state; in the US, sovereignty rests with the people.
technology	Application of knowledge to meet goals & to supply goods & services needed & desired by people.
totalitarianism	A form of authoritarianism in which the government attempts to control every aspect of the lives of individuals and prohibits independent associations.
unitary government	A system of government in which all authority is vested in a central government from which regional and local governments derive their powers.
urbanization	A process through which a geographical area is transformed from a rural to an urban environment as the result of an increase in numbers of people who live & work there.

Third Grade Scientific Inquiry

Standard 3-1: The student will demonstrate an understanding of scientific inquiry, including the processes, skills, and mathematical thinking necessary to conduct a simple scientific investigation.

- 3-1.1 Classify objects by two of their properties (attributes).
- 3-1.2 Classify objects or events in sequential order.
- 3-1.3 Generate questions such as "what if?" or "how?" about objects, organisms, and events in the environment and use those questions to conduct a simple scientific investigation.
- 3-1.4 Predict the outcome of a simple investigation and compare the result with the prediction.
- 3-1.5 Use tools (including beakers, meter tapes and sticks, forceps/tweezers, tuning forks, graduated cylinders, and graduated syringes) safely, accurately, and appropriately when gathering specific data.
- 3-1.6 Infer meaning from data communicated in graphs, tables, and diagrams.
- 3-1.7 Explain why similar investigations might produce different results.
- 3-1.8 Use appropriate safety procedures when conducting investigations.

Habitats and Adaptations (Life Science)

Standard 3-2: The student will demonstrate an understanding of the structures, characteristics, and adaptations of organisms that allow them to function and survive within their habitats.

- 3-2.1 Illustrate the life cycles of seed plants and various animals and summarize how they grow and are adapted to conditions within their habitats.
- 3-2.2 Explain how physical and behavioral adaptations allow organisms to survive (including hibernation, defense, locomotion, movement, food obtainment, and camouflage for animals and seed dispersal, color, and response to light for plants).
- 3-2.3 Recall the characteristics of an organism's habitat that allow the organism to survive there.
- 3-2.4 Explain how changes in the habitats of plants and animals affect their survival.
- 3-2.5 Summarize the organization of simple food chains (including the roles of producers, consumers, and decomposers).

Earth's Materials and Changes (Earth Science)

Standard 3-3: The student will demonstrate an understanding of Earth's composition and the changes that occur to the features of Earth's surface.

- 3-3.1 Classify rocks (including sedimentary, igneous, and metamorphic) and soils (including humus, clay, sand, and silt) on the basis of their properties.
- 3-3.2 Identify common minerals on the basis of their properties by using a minerals identification key.
- 3-3.3 Recognize types of fossils (including molds, casts, and preserved parts of plants and animals).

- 3-3.4 Infer ideas about Earth's early environments from fossils of plants and animals that lived long ago.
- 3-3.5 Illustrate Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).
- 3-3.6 Illustrate Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.
- 3-3.7 Exemplify Earth materials that are used as fuel, as a resource for building materials, and as a medium for growing plants.
- 3-3.8 Illustrate changes in Earth's surface that are due to slow processes (including weathering, erosion, and deposition) and changes that are due to rapid processes (including landslides, volcanic eruptions, floods, and earthquakes).

Heat and Changes in Matter (Physical Science)

Standard 3-4: The student will demonstrate an understanding of the changes in matter that are caused by heat.

- 3-4.1 Classify different forms of matter (including solids, liquids, and gases) according to their observable and measurable properties.
- 3-4.2 Explain how water and other substances change from one state to another (including melting, freezing, condensing, boiling, and evaporating).
- 3-4.3 Explain how heat moves easily from one object to another through direct contact in some materials (called conductors) and not so easily through other materials (called insulators).
- 3-4.4 Identify sources of heat and exemplify ways that heat can be produced (including rubbing, burning, and using electricity).

Motion and Sound (Physical Science)

Standard 3-5: The student will demonstrate an understanding of how motion and sound are affected by a push or pull on an object and the vibration of an object.

- 3-5.1 Identify the position of an object relative to a reference point by using position terms such as "above," "below," "inside of," "underneath," or "on top of" and a distance scale or measurement.
- 3-5.2 Compare the motion of common objects in terms of speed and direction.
- 3-5.3 Explain how the motion of an object is affected by the strength of a push or pull and the mass of the object.
- 3-5.4 Explain the relationship between the motion of an object and the pull of gravity.
- 3-5.5 Recall that vibrating objects produce sound and that vibrations can be transferred from one material to another.
- 3-5.6 Compare the pitch and volume of different sounds.
- 3-5.7 Recognize ways to change the volume of sounds.
- 3-5.8 Explain how the vibration of an object affects pitch.

Observe - to watch, pay attention to, to notice, to use one or more of the senses to learn a fact, NOT an interpretation or an explanation

Communicate - to share or exchange information from one person to another, explain information using drawings, tables, graphs, and written or oral language

Classify - to put into groups with common properties:

1. Compare to find likenesses and differences
2. Organize common characteristics
3. Group
4. Label

Experiment - a test made to find out something, an activity that can be done (inquiry) to test a prediction

Measure - to find the size, amount, or weight of something using standard and/or nonstandard units, measurements are quantitative (number is involved)

Predict - to make a guess about what you think will happen, an educated guess about what will happen in the future