



Mathematics Grade 3

What Student Learn

The course objectives are based on the educational standards from the most recent release of the Common Core Standards (CCS), McGraw-Hill My Math.

Place Value

- Understand foundations of and generalize about place value (3.NBT.1, 3.NBT.2, 3.NBT.3)
- Extend counting sequence and read and write whole numbers (3.NBT.1, 3.NBT.2, 3.NBT.3)
- Compare/order numbers (3.NBT.1, 3.NBT.2, 3.NBT.1, 3BT.3)
- Round numbers (3.NBT.1)
- Compose and decompose numbers (3.NBT.3)

Addition and Subtraction

- Fluently add and subtract multi-digit numbers (3.NBT.2)
- Compose and decompose numbers (3.NBT.2)
- Use mental arithmetic (3.OA.8)
- Use estimation (3.OA.8)
- Use algorithms to add and subtract (3.NBT.2)
- Use and explain strategies based on the relationship between addition and subtraction (3.NBT.2)
- Use and explain strategies based on place value and properties of operations (3,MBT.2)

Multiplication and Division

- Use odd and even numbers and arrays to gain foundations for multiplication (3.OA.2, 3.OA.3)
- Fluently multiply and divide basic facts (3.OA.7)
- Compose and decompose numbers (3.NBT.3)
- Use and explain strategies based on the relationship between multiplication and division (3.OA.4, 3.OA.6, 3.OA.7)
- Use and explain strategies based on place value and properties of operations (3.NBT.3, 3.OA.5, 3.OA.7, 3.OA.9)
- Use multiplication to find combinations (3.OA.3)

Whole Numbers

- Apply distributive property (3.OA.5, 3.OA.7, 3.OA.9)

Fractions

- Partition shapes and understand fractions as part of a whole (3.NF.1)
- Understand fractions as part of a set (3.NF.1)
- Express fractions as a whole number (3.NF.3c)
- Represent fractions on a number line (3.NF.2)
- Equivalent fractions (3.NF.3a, 3.NF.3b, 3.NF.3c)
- Unit fractions (e.NF.1, 3.G.2)

- Compare and order fractions (3.NF.3d)
- Prime and composite numbers (3.NBT.3)

Algebraic Representation

- Compose and decompose numbers (3.OA.5, 3.OA.7)
- Identify/Generate/Explain patterns (3.OA.9, 3.NBT.3)
- Solve addition and subtraction word problems (3.OA.8)
- Assess the reasonableness of answers by rounding and estimating (3.OA.8)
- Determine the unknown/variable (3.OA.3, 3.OA.4, 3.OA.6, 3.OA.8)
- Write and solve number sentences/equations (3.OA.3, 3.OA.4, 3.OA.5, 3.OA.8)
- Order of operations (3.OA.8)
- Write and solve multiplication and division word problems (3.OA.3, 3.OA.8)
- Write and evaluate numerical expressions (3.OA.5)
- Write and evaluate expressions involving variables (3.OA.5)
- Apply properties of operations (3.NBT.3, 3.OA.5, 3.OA.7, 3.OA.9)

Perimeter and Area

- Measure perimeter (3.MD.8)
- Use concepts of area to measure area (3.MB.5, 3.MD.6, 3.MD.7, 3.MD.8)
- Apply the formula of area (3.MD.7)
- Relate area and perimeter (3.MD.5, 3.MD.7, 3.MD.8)
- Find area of composite figures by decomposing (3.MD.5, 3.D.7d)
- Relate area to multiplication and addition (3.MD.7)
- Solve problems involving same perimeter by different area and vice versa (3.MD.7, 3.MD.8)

Volume

- Estimate metric units of capacity (3.MD.2)
- Measure metric units of capacity (3.MD.2)
- Solve word problems involving liquid volumes (3.MD.2)

Weight and Mass

- Estimate metric units of mass (3.MD.2)
- Measure metric units of mass (3.MD.2)
- Solve word problems involving liquid mass (3.MD.2)

Time

- Tell and write time to the minute (3.MD.1)
- Measure and estimate time intervals (3.MD.1)
- Solve word problems involving time in minutes (3.MD.1)

Data Sets and Populations

- Organize, represent, and count (3.MD.3, 3.MD.4)
- Generate data in fractions of an inch (3.MD.4)

Represent Data, Statistical Displays

- Draw scaled picture graphs and scaled bar graphs (3.MD.3)
- Solve problems involving bar graph analysis (3.MD.3)
- Make line plots using generated linear measurement data (3.MD.4)

How Students Learn

- Teacher directed lessons
- Completion of class and homework
- Small group cooperative learning
- Project based learning
- Hands-on activities
- Class discussions
- Educational board games
- Computer programs

How Students Are Assessed

- Completion of in-class assignments and homework assignments
- Work quality
- Tests and quizzes
- Class participation

Resources

- McGraw-Hill My Math
- Various internet-based media and teacher resources

Science Grade 3

What Student Learn

The course objectives are based on the educational standards from the most recent release of the Hawaii State Standards (HSS).

The Scientific Process: Scientific Investigation

Discover, invent, and investigate using the skills necessary to engage in the scientific process

Scientific Inquiry

- Pose a question and develop a hypothesis based on observation (SC.3.1.1)
- Safely collect and analyze data to answer question (SC.3.1.2)
- Differentiate between an observation and an inference (SC.4.1.2)

The Scientific Process: Nature of Science

Understand that science, technology, and society are interrelated.

Science, Technology, and Society

- Describe ways technologies in fields such as agriculture, information, manufacturing, or communication have influenced society. (SC.3.2.1)
- Describe ways technology has influenced the economy, demography, and environment of Hawaii (SC.4.2.1)

Life and Environmental Science: Organisms and the Environment

Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment.

- Describe how plants depend on animals (SC.3.3.1)
- Explain how simple food chains and food webs can be traced back to plants (SC.4.3.1)
- Describe how an organism's behavior is determined by its environment (SC.4.3.2)

Life and Environmental Sciences: Structure and Function in Organisms

Understand the structures and functions of living organisms and how organisms can be compared scientifically.

- Compare distinct structures of living things that help them survive (SC.3.4.1)
- Identify the basic differences between plant cells and animal cells (SC.4.4.1)

Life and Environmental Sciences: Diversity, Genetics, and the Evolution

Understand genetics and biological evolution and their impact on the unity and diversity of organisms

- Describe the relationship between structure and function in organisms (SC3.5.1)
- Compare fossils and living things (SC.4.5.1)
- Describes the roles of various organisms in the same environment (SC.4.5.2)
- Describe how different organisms need specific environmental conditions to survive (SC.4.5.3)

Physical, Earth, and Space Sciences: Nature of Matter and Energy

Understand the nature of matter and energy, forms of energy (including waves) and energy transformations, and their significance in understanding the structure of the universe.

- Define energy and explain that the sun produces energy in the form of light and heat (SC.3.6.1)
- Describe how some materials may be combined to form new substances (SC.4.6.1)
- Explain what is needed for electricity to flow in a circuit to create light and sound (SC.4.6.2)

Physical, Earth, and Space Sciences: Force and Motion

Understand the relationship between force, mass, motion of objects; and know the major natural forces: gravitational, electric, and magnetic.

- Compare how simple machines do work to make life easier (SC.3.7.1)

Physical, Earth, and Space Sciences

Understand the Earth and its processes, the solar system, and the universe and its contents.

- Describe different Earth materials (e.g. rocks, mineral, sand, soil) and explain their information and composition (SC3.8.1)
- Describe how the water cycle is related to weather and climate (SC.3.8.2)
- Describe how slow processes sometimes shape and reshape the surface of the Earth(SC.4.8.1)
- Describe how fast processes (e.g. volcanoes, earthquakes) sometimes shape and reshape the surface of the Earth (SC.4.8.2)
- Describe the relationship between the sun and the Earth's daily rotation and annual revolution (SC.4.8.3)

How Students Learn

- Teacher instruction

- Completion of class and homework
- Small group cooperative learning
- Project based learning
- Hands-on activities
- Class discussions
- Educational Games
- Computer based games
- Educational Video Tapes/CD's

How Students Are Assessed

- Completion of in-class assignments and homework assignments
- Work quality
- Tests and quizzes
- Class participation

Resources

- Real Science, SRA/McGraw-Hill, 2000
- Various internet-based media and teacher resources

Language Arts Grade 3

What Student Learn

The course objectives are based on the educational standards from the most recent release of the Common Core Standards (CCS).

Reading: Literature

Key Ideas and Details

- Ask and answer question to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer. (CCSS.ELA-Literacy R.3.1)
- 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. (CCSS.ELA-Literacy RL.3.2)
- Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS.ELA-Literacy RL.3.3)

Craft and Structure

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (CCSS.ELA-Literacy.RL.3.4)
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using term such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (CCSS.ELA-Literacy.RL.3.5)
- Distinguish their own point of view from that of the narrator or those of the character. (CCSS.ELA-Literacy.RL.3.6)

Integration of Knowledge of Ideas

- Explain how specific aspects of a text's illustration contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting) (CCSS.ELA-Literacy.RL.3.7)
- Compare and contrast the themes, settings, and plots of stories written by the same author or similar characters (e.g. in books from a series) (CCSS.ELA-Literacy.RL.3.9)

Range of Reading and Level of Text Complexity

- By the end of year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grade 2-3 text complexity band independently and proficiently. (CCSS.ELA.Literacy.RL.3.10)

Reading: Informational Text

Key and Ideas and Details

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers (CCSS.ELA-Literacy.RI.3.1)
- Determine the main idea of text; recount the key details and explain how they support the main idea. (CCSS.ELA-Literacy.RI.3.2)
- 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. (CCSS.ELA-Literacy.RI.3.3)

Crafts and Structure

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (CCSS.ELA-Literacy.RI.3.4)
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. (CCSS.ELA-Literacy.RI.3.5)
- Distinguish their own point of view from that of the author of a text. (CCSS.ELA-Literacy.RI.3.6)

Integration of Knowledge and Ideas

- Use information gained from illustrations (e.g., maps, photographs) and the words of a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur). (CCSS.ELA-Literacy.RI.3.7)
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) (CCSS.ELA-Literacy.RI.3.8)
- Compare and contrast the most important points and key details presented in two texts on the same topic. (CCSS.ELA-Literacy.RI.3.9)

Range of Reading and Level of Text Complexity

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (CCSS.ELA-Literacy.RI.3.10)

Reading: Foundational Skills

Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words (CCSS.ELA-Literacy.RF.3.3)
- Identify and know the meaning of the most common prefixes and derivational suffixes (CCSS.ELA-Literacy.RF.3.3a)
- Decode words with common Latin suffixes (CCSS.ELA-Literacy.RF.3.3b)
- Decode multisyllable words (CCSS.ELA-Literacy.RF.3.3c)
- Read grade-appropriate irregularly spelled words (CCSS.ELA-Literacy.RF.3.3d)

Fluency

- Read grade-level text with purpose and understanding (CCSS.ELA-Literacy.RF.3.4a)
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression of successive readings (CCSS.ELA-Literacy.RF.3.4b)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary (CCSS.ELA-Literacy.RF.3.4c)

Writing

Text Types and Purposes

- Write opinion pieces on topics or texts, supporting a point of view with reasons (CCSS.ELA-Literacy.W.3.1)
- Introduce the topic or texts they are writing about, state an opinion, and create an organizational structure that lists reasons (CCSS.ELA-Literacy.W.3.1a)
- Provide reasons that support the opinion (CCSS.ELA-Literacy.W.3.1b)
- Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. (CCSS.ELA-Literacy.W.3.1c)
- Provide a conclusion statement or section (CCSS.ELA-Literacy.W.3.1d)
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS.ELA-Literacy.W.3.2)
- Introduce a topic and group related information together, include illustrations when useful to aiding comprehension. (CCSS.ELA-Literacy.W.3.2a)
- Develop the topic with facts, definitions, and details. (CCSS.ELA-Literacy.W.3.2b)
- Use linking words and phrases (e.g. also, another, and more, but) to connect ideas within categories of information (CCSS.ELA-Literacy.W.3.2c)
- Provide a concluding statement or section (CCSS.ELA-Literacy.W.3.2d)
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (CCSS.ELA-Literacy.W.3.3)
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS.ELA-Literacy.W.3.3a)
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations (CCSS.ELA-Literacy.W.3.3b)
- Use temporal words and phrases to signal event order (CCSS.ELA-Literacy.W.3.3c)
- Provide a sense of closure (CCSS.ELA-Literacy.W.3.3d)

Production and Distribution of Writing

- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose (CCSS.ELA-Literacy.W.3.4)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (CCSS.ELA-Literacy.W.3.5)
- With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. (CCSS.ELA-Literacy.W.3.6)

Research to Build and Present Knowledge

- Conduct short research projects that build knowledge about a topic. (CCSS.ELA-Literacy.W.3.7)
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (CCSS.ELA-Literacy.W.3.8)

Speaking and Listening

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussion (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. (CCSS.ELA-Literacy.SL.3.1)
- Come to discussion prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (CCSS.ELA-Literacy.SL.3.1a)
- Follow agreed-upon rules for discussion (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) (CCSS.ELA-Literacy.SL.3.1b)
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS.ELA-Literacy.SL.3.1c)
- Explain their own ideas and understanding in light of the discussion. (CCSS.ELA-Literacy.SL.3.1d)
- 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 (CCSS.ELA-Literacy.SSL.3.2)
- Ask and answer questions from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- 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. (CCSS.ELA-Literacy.SL.3.4)
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification (CCSS.ELA.SL.3.6)

Language

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CCSS.ELA-Literacy.L.3)
- Explain the function of noun pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (CCSS.ELA-Literacy.L.3.1a)
- Form and use regular and irregular plural nouns (CCSS.ELA-Literacy.L.3.1b)
- Use abstract nouns (CCSS.ELA-Literacy.L.3.1c)
- Form and use regular and irregular verbs (CCSS.ELA-Literacy.L.3.1d)
- Form and use the simple (e.g. I walked, I walk; I will walk) verb tense (CCSS.ELA-Literacy.L.3.1b)
- Ensure subject-verb and pronoun-antecedent agreement (CCSS.ELA-Literacy.L.3.1c)
- Form and use comparative and superlative objectives and adverbs, and choose between them depending on what is to be modified (CCSS.ELA-Literacy.L.3.1g)
- Use coordinating and subordinating conjunctions (CCSS.ELA-Literacy.L.3.1h)
- Produce simple, compound, and complex sentences (CCSS.EL-Literacy.L.3.1i)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (CCSS.ELA-Literacy.L.3.2)
- Capitalize appropriate words in titles (CCSS.ELA-Literacy.L.3.2a)
- Use commas in addresses (CCSS.ELA-Literacy.L.3.2b)
- Use commas and quotation marks in dialogue (CCSS.ELA-Literacy.L.3.2.c)
- Form and use possessives (CCSS.ELA-Literacy.L.3.2.d)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness)
- Use spelling patterns and generalization (e.g. word families, position-based spelling, syllable patterns, ending rules, meaningful word parts) in writing. (CCSS.ELA-Literacy.L.3.2f)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spelling (CCSS.ELA-Literacy.L.3.2g)

Knowledge of Language

- Use knowledge of language and its conventions when writing, speaking, reading, or listening (CCSS.ELA-Literacy.L.3.2a)
- Recognize and observe differences between conventions of spoken and written standard English (CCSS.ELA-Literacy.L.3.3b)

Vocabulary Acquisitions and Use

- Determine or clarify the meaning of unknown and multiple-meaning word phrases based on grade 3 reading and content, choosing flexibly from a range of strategies (CCSS.ELA-Literacy.L.3.4)
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g. agreeable/disagreeable, comfortable/uncomfortable) (CCSS.ELA-Literacy.L.3.4b)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion) (CCSS.ELA-Literacy.L.3.4c)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases (CCSS.ELA-Literacy.L.4d)
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Distinguish the literal and nonliteral meaning of words and phrases in context (e.g. take steps) (CCSS.ELA-Literacy.L.3.5a)
- Identify real-life connections between words and their use (e.g. describe people who are friendly or helpful) (CCSS.ELA-Literacy.L.3.5b)
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g. knew, believed, suspected, heard, wondered) (CCSS.ELA-Literacy.L.3.5c)
- 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) (CCSS.ELA-Literacy.L.3.6)

How Students Learn

- Teacher directed lessons
- Completion of class and homework
- Participation in small and large class discussion
- Small group cooperative learning
- Online learning resources
- Hands-on activities
- Educational Games and activities
- Computer based activities
- Field Trips

How Students Are Assessed

- Completion of in-class assignments and homework assignments
- Work quality
- Student presentations
- Tests and quizzes
- Class participation
- Oral discussions
- Individual and/or group projects

Resources

- SRA 3 Spelling, SRA McGraw-Hill, Roser & Gillet

- Spectrum Reading, Grade 3, School Specialty Publishing
- World of Language, Silver Burdett & Ginn, 1990
- Various internet-based media
- Teacher directed resources
- Achieve 3000 Online Program

Physical Education Grade 3/4

What Student Learn

The course objectives are based on the educational standards from the most recent release of the Hawaii State Standards and Performance Standards (HCPS)

Movement and Forms - Use motor skills and movement patterns to perform a variety of physical activities

Fundamental Skills

- Use locomotor and non-locomotor skills in a mature (proper) form (PE.3-5.1.1)
- Use manipulative skills in a mature (proper) form (PE.3-5.1.2)
- Use combination of mature (proper) movement forms, including locomotor, non-locomotor, and manipulative skills (PE.3-5.1.3)

Cognitive Concepts - Understand movements concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities

- Apply movement tactics in simple and modified activities (PE.3-5.2.1)
- Identify procedures for safe participation in physical activities (PE.3-5.2.2)

Active Lifestyle: Participate regularly in physical activity

- Participate regularly in physical activities that contribute to an active lifestyle and bring personal enjoyment (PE.3-5.3.1)
- Describe health-related benefits of regular participation in physical activities (PE.3-5.3.2)

Physical Fitness: Know ways to achieve and maintain health: enhancing level of physical fitness

- Identify the components of health-related physical fitness (PE.3-5.4.1)
- Use appropriate methods to monitor physiological changes before, during, and after physical activity (PE.3-5.4.2)
- Describe ways in which moderate to vigorous physical activities can improve the health-related components of illness (PE.3-5.4.3)

How Students Learn

- Teacher directed instructions
- Group cooperative learning
- Hands-on activities

How Students Are Assessed

- Participation
- Attitude
- Sportsmanship

- Physical Abilities

Social Studies Grade 3/4

What Student Learn

The course objectives are based on the educational standards from the most recent release of the Hawaii State Standards and Performance Standards (HCPS) and the Department of Defense Educational Activity (DoDEA).

Historical Understanding: Change, continuity, and causality - Understand change and/or continuity and cause and/or effect in history

- Explain cause and effect relationship in stories and historical narratives (SS.3.1.1)
- Investigate the history of communities over time using level-appropriate primary sources (e.g. maps, photos, oral histories, letters, and newspapers) (SS.3.2.1)
- Describe both change and continuity of aspects of Hawaiian culture (including religion, land use, and social systems) (SS.4.1.1)

Historical Content - Understand change, cause and effect, and continuity in history and contemporary life.

- Analyze varying perspectives of an experience of event based on the differing viewpoints of the teller, listener, and/or the participants (SS.3.2.2)
- Discuss the contributions of American heroes who took risks to secure our freedoms (e.g. Anne Hutchinson, Benjamin Franklin, Thomas Jefferson Abraham Lincoln, Fredrick Douglas, Harriet Tubman, and Martin Luther King, Jr.) (DoDEA 3SS3.c)

Pre-Contact Hawaii History - Understand the people, events, problems, and ideas that were significant in pre-contact Hawaiian History

- Explain the origins and culture of early Hawaiians (SS.4.3.1)

Political Science/Civics: Governance, Democracy, and Interaction - Understand the purpose and historical impact of political institutions the principles and values of American constitutional democracy, and the similarities and differences in government across cultural perspectives

- Explain the purpose of rules and laws and the differences between them. (SS.3.4.1)
- Describe ways in which people exercise power without authority (SS.3.4.2)

Political Science/Civics: Participation and Citizenship - Understand roles, rights (personal, economic, political) and responsibilities of American citizens and exercise them in civic action

- Describe roles and rights of citizenship and demonstrate responsibilities of citizenship (SS.3.5.1)

Cultural Anthropology: Systems, Dynamics, and Inquiry - Understand culture as a system of beliefs, and practices shared by a group and understand how cultural systems change over time

- Explain that different cultures have unique values beliefs, and practices (SS.3.6.1)
- Make informed judgments about cultures artifacts (SS.3.6.2)
- Explain how cultural elements (eg. language, art, music, stories, legends, and traditions) can be changed over time and explain possible reasons for that change. (SS.3.6.3)

Geography: World of Spatial Terms - Use geographic representations to organize, analyze, and present information on people, places, and environments and understand the nature and interaction of geographic regions and societies around the world

- Use geographic representations (e.g. maps, globes, graphs, charts, models) to organize and analyze geographic information (EE.3.7.1)
- Compare the physical and human characteristics of different communities and regions (SS.3.7.2)
- Describe the physical and human characteristics that make different regions unique (SS.3.7.3)
- Examine the ways in which people modify the physical environment and effects of these changes (SS.3.7.4)
- Examine the economic and geographic factors that influence why people migrate and where they settle (SS.3.7.5)

Economics: Resources, Markets, and Government - Understand economic concepts and the characteristics of various economic systems.

- Explain the opportunity cost is the best alternative given up when making a choice (SS.3.8.1)
- Explain that goods and resources are limited because there are not enough natural, human, and capital resources to satisfy everyone's wants (SS.3.8.2)
- Describe how money makes it easy to trade goods and services (SS.3.8.3)

How Students Learn

- Teacher directed lessons
- Completion of class and homework
- Participation in small and large class discussion
- Small group cooperative learning
- Online learning resources
- Hands-on activities
- Computer based activities

How Students Are Assessed

- Completion of in-class assignments and homework assignments
- Work quality
- Student presentations
- Tests and quizzes
- Class participation
- Oral discussions
- Individual and/or group projects

Resources:

Times for Kids
 The United States Past to Present, D.C. Heath and Company, 1985
 Teacher Resources
 DVD and/or VHS Tapes