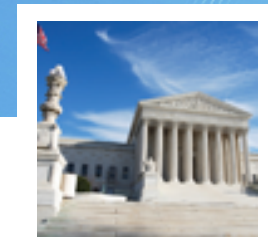
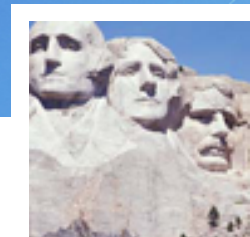
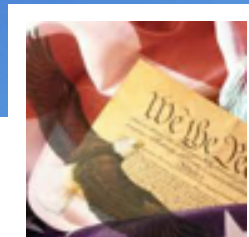




Grade 3 Social Studies

STAAR Field Guide



STAAR

The State of Texas Assessment of Academic Readiness (STAAR) is based on the Texas Essential Knowledge and Skills (TEKS). Most of the state standards, if they are eligible for assessment in a multiple choice/short answer format, will be assessed on STAAR.

STAAR is designed as a vertical system. Just as the TEKS are structured in a vertically aligned manner, so is STAAR. Learning from one grade level is aligned with learning at the next grade level. Some skills are developed over the course of a student's educational career from kindergarten through high school, while other skills and learning may begin at a particular grade level and serve as the foundation for later learning. STAAR is an assessment of academic readiness. In other words, we can sum up the variation between the former assessment program (TAKS) and STAAR by reframing the questions we are asking.

TAKS: TAKS was designed to help teachers answer this question:

- Did students learn what they were supposed to learn in the current year's grade?

STAAR: STAAR is designed to ensure that teachers answer these questions:

- Did students learn what they were supposed to learn in the current year's grade?
- Are students ready for the next grade?
- And are they also ready for the grade after that?

So what's the big deal about that shift? Fundamentally, it requires that teachers relook at curriculum and instruction in a very different way than they have under previous assessment systems (TABS, TEAMS, TAAS, TAKS). Not only are teachers required to have a deep understanding of the content of the grade level they are teaching, but they must also be firmly grounded in how the content of that current grade level prepares students for subsequent grade levels. Overemphasis on grade level attainment ONLY may create a context where teachers in subsequent grade levels have to reteach foundational skills to accommodate for the gap created by the lack of appropriate emphasis earlier. It may require students to "unlearn" previous ways of conceptualizing content and essentially start all over.

STAAR: focus, clarity, depth

The TEKS are designed to prepare students to succeed in college, in careers, and to compete globally. This is consistent with a growing national consensus regarding the need to provide a more clearly articulated K–16 education program that focuses on fewer skills and addresses those skills in a deeper manner (TEA).

STAAR is designed around three concepts: focus, clarity, and depth:

Focus: STAAR will focus on grade level standards that are critical for that grade level and the ones to follow.

Clarity: STAAR will assess the eligible TEKS at a level of specificity that allows students to demonstrate mastery.

Depth: STAAR will assess the eligible TEKS at a higher cognitive level and in novel contexts.

STAAR: the assessed curriculum – readiness, supporting, and process standards

A key concept that underpins the design of STAAR is that all standards (TEKS) do not play the same role in student learning. Simply stated, some standards (TEKS) have greater priority than others – they are so vital to the current grade level or content area that they must be learned to a level of mastery to ensure readiness (success) in the next grade levels. Other standards are important in helping to support learning, to maintain a previously learned standard, or to prepare students for a more complex standard taught at a later grade.

By assessing the TEKS that are most critical to the content area in more rigorous ways, STAAR will better measure the academic performance of students as they progress from elementary to middle to high school. Based on educator committee recommendations, for each grade level or course, TEA has identified a set of readiness standards - the TEKS which help students develop deep and enduring understanding of the concepts in each content area. The remaining knowledge and skills are considered supporting standards and will be assessed less frequently, but still play a very important role in learning.

Readiness standards have the following characteristics:

- They are essential for success in the current grade or course.
- They are important for preparedness for the next grade or course.
- They support college and career readiness.
- They necessitate in-depth instruction.
- They address broad and deep ideas.

Supporting standards have the following characteristics:

- Although introduced in the current grade or course, they may be emphasized in a subsequent year.
- Although reinforced in the current grade or course, they may be emphasized in a previous year.
- They play a role in preparing students for the next grade or course but not a central role.
- They address more narrowly defined ideas.

STAAR assesses the eligible TEKS at the level at which the TEKS were written.

STAAR is a more rigorous assessment than TAKS (and TAAS, TEAMS, TABS before that). The level of rigor is connected with the cognitive level identified in the TEKS themselves. Simply stated, STAAR will measure the eligible TEKS at the level at which they are written.

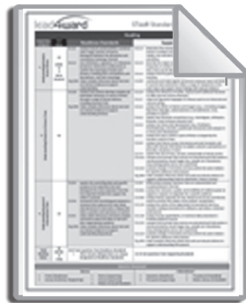
The rigor of items will be increased by

- assessing content and skills at a greater depth and higher level of cognitive complexity
- assessing more than one student expectation in a test item

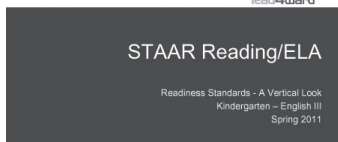
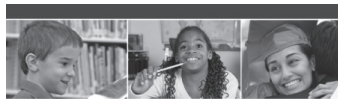
The rigor of the tests will be increased by

- assessing fewer, yet more focused student expectations and assessing them multiple times and in more complex ways
- including a greater number of rigorous items on the test, thereby increasing the overall test difficulty

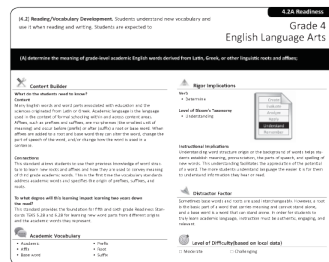
The STAAR Field Guide for Teachers is designed as a tool to help teachers prepare for instruction. The tools and resources in this guide are designed to supplement local curriculum documents by helping teachers understand how the design and components of STAAR are connected to the scope and sequence of instruction. In order to help students attain even higher levels of learning as assessed on STAAR, teachers need to plan for increasing levels of rigor. This guide contains the following components:



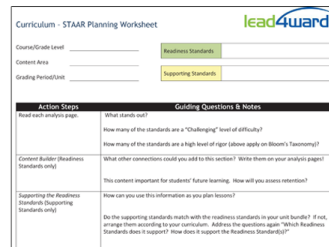
STAAR Grade Level Snapshot – one page overview of the standards assessed on STAAR, how those standards are classified (readiness, supporting, or process), the reporting categories around which those standards are clustered, and the number of items that will be on the test from each reporting category and from each type of standard.



STAAR Readiness Standards: A Vertical Look – a vertical look at the readiness standards in grade bands to show the progression of the assessment between grade levels



STAAR Readiness and Supporting Standards Analysis Sheets– overviews of the nature of each readiness and supporting standard assessed on STAAR, designed to be used in planning to build teacher content knowledge and ensure that current grade level instruction reinforces previous learning and prepares students for future grade levels.



STAAR-Curriculum Planning Worksheet – a tool to organize the pages in this guide to be used in planning and professional development

Steps to Success

1. Download the TEA Documents to add to your STAAR Teacher Field Guide
 - STAAR Blueprint
 - Assessed Curriculum Documents
 - STAAR Test Design
 - STAAR Reference Materials
2. Review the STAAR Snapshot for your course/grade level and content area
 - Note the readiness standards
 - With your team, explore why those TEKS are classified as readiness standards – which criteria do they meet
 - Review the supporting standards and note any that may have played a larger role on TAKS
3. Review the STAAR Readiness Standards: A Vertical Look
 - Discuss how the readiness standards connect between grade levels
 - Explore the specific differences between the aligned readiness standards at each grade level
4. Review the components of the STAAR Readiness and Supporting Standards Analysis Sheets
 - Use the samples on pages 6 and 7 to explore the analysis sheets
 - Add additional information based on the discussion by the team
5. Create STAAR-Curriculum Planning Packets for each unit or grading period
 - Collect either the Scope and Sequence document (if it includes the TEKS standards for each unit of instruction) OR Unit Plan documents (where the TEKS standards are bundled together into units of instruction)
 - The STAAR Field Guide is arranged by standard type (readiness or supporting) in numeric order of the standards. You may need to photocopy certain pages/standards if they are repeated throughout multiple units.
 - Use the scope and sequence or unit plan documents to identify the TEKS taught in each unit/grading period
 - Compile the STAAR Readiness and Supporting Standards Analysis Sheets that correspond to the TEKS each unit/grading period
 - After the pages/standards are sorted into their appropriate unit, create a method of organizing the documents (binder, folder, file, etc).
6. Plan for instruction
 - Collect the curriculum documents used for planning
 - Use the STAAR- Curriculum Planning Worksheet as you plan each unit. The worksheet provides guiding questions and reflection opportunities to aide you in maximizing the material in the STAAR Field Guide.
 - Determine where the team needs additional learning
 - Evaluate instructional materials
 - Review the plan for appropriate levels of rigor

How to read STAAR Readiness Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of "Readiness" or "Supporting"

Grade and Subject

5.3A Readiness
Grade 5 Math

(5.3) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve meaningful problems. The student is expected to

(A) use addition and subtraction to solve problems involving whole numbers and decimals;

Content Builder
What do the students need to know?
Content:
• Addition
• Whole numbers
• Decimals
• Subtraction
• Whole numbers
• Decimals

Rigor Implications
Verb
• Add
• Subtract
• Solve
Level of Bloom's Taxonomy
• Applying

Academic Vocabulary
• Add
• Subtract
• Decimal

Distractor Factor
Teachers should look for students who may be struggling with the addition when the whole is broken up into a decimal, or when the decimals add up to more than a whole.

Level of Difficulty

Content Builder- The basics of the content within the standard are extracted in a bulleted list. Connections to prior learning/other standards are explained. Future implications of mastery of this standard are described to assist in understanding the impact of this learning in the future.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Distractor Factor - Alerts teachers to areas where students traditionally struggle, have misconceptions, or may need reinforcement.

Academic Vocabulary- Vocabulary words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Level of Difficulty- Standards are labeled either Challenging or Moderate. This determination is made by the campus using previous year data.

How to read STAAR Supporting Standards analysis pages

Student Expectation

Texas Essential Knowledge and Skills Statement

Standard and Indication of
"Readiness" or "Supporting"

Grade and Subject

(5.1) Number, operation, and quantitative reasoning. The student uses place value to represent whole numbers and decimals. The student is expected to

5.1B Supporting
Grade 5 Math

(B) use place value to read, write, compare, and order decimals through the thousandths place.

Supporting the Readiness Standards
What Readiness Standard(s) or concepts from the Readiness Standards does it support?
5.3A use addition and subtraction to solve problems involving whole numbers and decimals.
How does it support the Readiness Standard(s)?
This standard supports 5.3A by providing students continued practice reading, writing, comparing, and ordering decimals. This will support students as they solve addition and subtraction problems involving decimals.
May be adjusted according to local curriculum.

Academic Vocabulary

- Compare
- Order
- Decimal
- Tenths
- Hundredths
- Thousandths

Rigor Implications

Verb

- Write
- Compare
- Order

Level of Bloom's Taxonomy

- Analyzing

Instructional Implications
To appropriately adhere to the standard, students should be provided the opportunity to practice reading numbers aloud using place value, writing numbers that have been dictated using place value, and comparing and ordering decimals based on their the value.

Supporting the Readiness Standards - Most supporting standards support a readiness standard in the current grade level. This section discusses the relationships of the standards that are often taught together.

Rigor Implications- Uses the verb(s) from the Student Expectation to indicate the cognitive complexity of the standard and which level of Bloom's Taxonomy should be addressed during instruction, Instructional implications are also highlighted.

Academic Vocabulary- Words are extracted directly from the standard and/or associated with the instruction of the content within the standard.

Curriculum - STAAR Planning Worksheet



Course/Grade Level _____

Readiness Standards	
---------------------	--

Content Area _____

Grading Period/Unit _____

Supporting Standards	
----------------------	--

Action Steps	Guiding Questions & Notes
Read each analysis page.	<p>What stands out?</p> <p>How many of the standards are a “Challenging” level of difficulty?</p> <p>How many of the standards are a high level of rigor (above apply on Bloom’s Taxonomy)?</p>
<i>Content Builder</i> (Readiness Standards only)	<p>What other connections could you add to this section? Write them on your analysis pages!</p> <p>This content important for students’ future learning. How will you assess retention?</p>
<i>Supporting the Readiness Standards</i> (Supporting Standards only)	<p>How can you use this information as you plan lessons?</p> <p>Do the supporting standards match with the readiness standards in your unit bundle? If not, arrange them according to your curriculum. Address the questions again “Which Readiness Standards does it support? How does it support the Readiness Standard(s)?”</p>



Action Steps	Guiding Questions & Notes
Vocabulary	<p>What strategies will you use to ensure mastery of the vocabulary for each standard in this unit?</p> <p>What is your plan if students do not master the vocabulary?</p>
Use the <i>Distractor Factor</i>	<p>How can you address the information in the Distractor Factor section?</p> <p>From your teaching experience, is there anything you would add to this? Write it on your analysis pages!</p>
Reflection	<p>How have you taught this content in the past?</p> <p>How will you teach it differently this year?</p> <p>How will you utilize the readiness and supporting standards for formative and summative assessment?</p>

Reporting Category*	Readiness Standards	Supporting Standards
1 History	3.1.A describe how individuals, events, and ideas have changed communities, past and present*	3.1.B identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities
	3.2.A identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being	3.1.C describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities
	3.2.B identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation*	3.2.C compare ways in which various other communities meet their needs
	3.3.B create and interpret timeline*s	3.3.A use vocabulary related to chronology, including past, present, and future times
		3.3.C apply the terms year, decade, and century to describe historical times*
2 Geography and Culture	3.4.B identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains*	3.4.A describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards*
	3.4.D describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape*	3.4.C describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape*
	3.4.E identify and compare the human characteristics of various regions*	3.13.A explain the significance of various ethnic and/or cultural celebrations in the local community and other communities
	3.14.B identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains	3.13.B compare ethnic and/or cultural celebrations in the local community with other communities*
		3.14.A identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes
		3.15.A identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities
		3.15.B explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr., and their stories, poems, statues, and other examples of cultural heritage to various communities
3 Government and Citizenship	3.9.A describe the basic structure of government in the local community, state, and nation	3.9.C identify services commonly provided by local, state, and national governments
	3.9.B identify local, state, and national government officials and explain how they are chosen	3.9.D explain how local, state, and national government services are financed
	3.10.B describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government*	3.10.A identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights
	3.11.A identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting	3.11.B identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship
	3.11.C identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting*	3.11.C identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting*
	3.12.A give examples of community changes that result from individual or group decisions	3.12.B identify examples of actions individuals and groups can take to improve the community
		3.12.C identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good
4 Economics, Science, Technology and Society	3.6.A identify ways of earning, spending, saving, and donating money	3.6.B create a simple budget that allocates money for spending, saving, and donating
	3.7.C explain the concept of a free market as it relates to the U.S. free enterprise system*	3.7.A define and identify examples of scarcity
	3.16.B identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities*	3.7.B explain the impact of scarcity on the production, distribution, and consumption of goods and services
		3.8.A identify examples of how a simple business operates
		3.8.B explain how supply and demand affect the price of a good or service
		3.8.C explain how the cost of production and selling price affect profits
		3.8.D explain how government regulations and taxes impact consumer costs
	3.8.E identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Henshey, and Sam Walton, who have started new businesses*	
		3.16.A identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur*

Process Standards (Social Studies Skills and Processes)

- 3.5.A use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community
- 3.5.B use a scale to determine the distance between places on maps and globes
- 3.5.C identify and use the compass rose, grid system, and symbols to locate places on maps and globes
- 3.5.D create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system
- 3.17.A research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources
- 3.17.B sequence and categorize information
- 3.17.C interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting
- 3.17.D use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information
- 3.17.E interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps
- 3.17.F use appropriate mathematical skills to interpret social studies information such as maps and graphs
- 3.18.A express ideas orally based on knowledge and experiences
- 3.18.B use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas
- 3.18.C use standard grammar, spelling, sentence structure, and punctuation
- 3.19.A 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
- 3.19.B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision

* = Aligned with STAAR Assessed Curriculum

NOTE: *The classification of standards on this TEKS Snapshot represents the reviewed and synthesized input of a sample of Texas Social Studies educators. This TEKS Snapshot DOES NOT represent a publication of the Texas Education Agency. District curriculum materials may reflect other classifications.*

(3.1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities, past and present



Content Builder

What do the students need to know?

Content

Individuals, events, and ideas have changed communities, past and present.

Connections

Supporting standards 3.1B (individuals who have helped to shape communities) and 3.1C (how individuals have contributed to the expansion of existing communities or to the creation of new communities) provide examples of individuals to include in instruction. Include events and ideas related to the example individuals. This standard is connected to history concepts including chronology, change, and community.

To what degree will this learning impact learning 2 years down the road?

The generalization that individuals, events, and ideas have changed communities continues in social studies courses K-12, with different Individuals, events, and ideas investigated in each course.



Academic Vocabulary

- Change
- Community
- Past
- Present



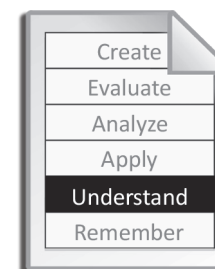
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Study individuals throughout the year in units where the historical events support other concepts being taught or where the ideas fit. Make sure not to include information only about the individuals; include information about the effects the individuals, events, and ideas have had on communities.

A class book about “individuals, events, and ideas that have changed communities, past and present,” could be created by students through the year and taken home and described to parents. Since the local community is the focus of Grade 3 social studies, make sure to include local individuals, events and ideas – or create a class book focused on the local community. Chronological order (i.e., timeline) and maps could be included in the book to expand learning to encompass more concepts and skills.



Distractor Factor

Students must do more than learn about the individuals, events, and ideas; they must be able to relate the specific individuals, events, and ideas to changes in the community in order to describe them.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 3 Social Studies

(3.2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being



Content Builder

What do the students need to know?

Content

Members of a community share a set of goals and beliefs. People form communities to work together as a way to help meet their needs for security, religious freedom, law, and material well-being, as well as their basic needs.

There are all sorts of communities, such as families, churches, neighborhoods, school communities, club communities (scouts, 4-H), interest communities (rocket builders, music groups), and work communities. People belong to many communities.

Connections

Connect this standard with Readiness Standard 3.2B (identify ways in which people in ... communities meet their needs for government, education, communication, transportation, and recreation) and with Supporting Standard 3.2C (compare ways in which various other communities meet their needs). This standard also connects with the concept of chronology.

To what degree will this learning impact learning 2 years down the road?

Once students have built an understanding of communities in the primary grades, they apply that information to study other societies and aspects of society in other courses. In Grade 4, they look at communities in Texas, from early Indian communities, to formation of Texas settlement communities, to Texas society today. Grade 5 students look at U.S. History.



Academic Vocabulary

- Security
- Religious Freedom
- Law
- Material well-being
- Community
- Need



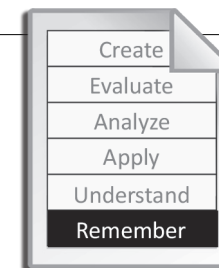
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Why do people form communities? Why was the local community formed? Does the local community help its citizens meet their needs for security, religious freedom, law, and material well-being?

Read stories/books that provide examples of people who banded together to form a community to form a community in order to provide security for residents (i.e., early settlers in a new land), for religious freedom (i.e., Puritans, and other early colonists, could be related to celebration of Thanksgiving in 2.1A), law (i.e., westward pioneer towns), and for material well-being (i.e., companies in a community offer employment opportunity and support services).

This standard can also be related to Celebrate Freedom Week by looking at the beliefs stated in the Declaration and Constitution and the shared beliefs of the community (national identity).



Distractor Factor

Because students live in an existing community and are familiar with many communities, they may have difficulty imagining the need to form a community because there is no security, religious freedom, etc.



Level of Difficulty (based on local data)

- Moderate Challenging

(3.2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation



Content Builder

What do the students need to know?

Content

In addition to the needs for security, religious freedom, law, and material well-being listed in 3.2A, people have other needs that need to be met. Communities help people meet those needs as well (needs for government, education, communication, transportation, and recreation).

In the local community and other communities, what evidence is there that communities meet those needs? (i.e., evidence of government could include local elections, city hall, city policies, mayor and council members, as well as parks, and monuments (introduced in Grade 2 – 2.1B))

Connections

This standard connects to Readiness Standard 3.2A (identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being) and Supporting Standard 3.2C (compare ways in which various other communities meet their needs). It also connects to 3.9 (basic structure and functions of various levels of government).

To what degree will this learning impact learning 2 years down the road?

In grade 2, students focused on learning about the local community. In Grade 3, the focus is on how communities work. In future courses, concepts related to communities continue to be investigated from the perspectives of government, education, communication, transportation, and recreation.



Academic Vocabulary

- Community
- Needs
- Government
- Education
- Communication
- Transportation
- Recreation



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering

Instructional Implications

Communities help people meet their needs for government, education, communication, transportation, and recreation.

Students may not realize that they have needs for these things. Once they realize it, they can brainstorm ways the needs might be met, and then ways the needs are met in the community. Stories/books can provide examples for discussion.

Provide opportunities for students to become familiar with a variety of aspects of community (government, education, communication, transportation, and recreation) and the services available in the community in relation to them. Use primary and secondary sources to investigate the local community and other communities (pictures, tour of local community, student experience, maps of the community).

Once they are familiar with examples, students identify ways people meet their needs in different communities. Use a graphic organizer to help students categorize ways communities help people meet their needs (for government, education, communication, transportation, and recreation).

Are there differences in ways different communities meet their residents' needs? Some communities provide bike lanes; other communities have light rail or subways; still other communities may choose to leave transportation to individuals.



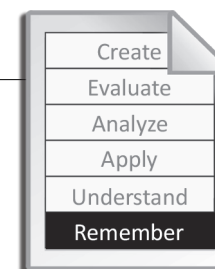
Distractor Factor

Students are not evaluating choices made by communities, only identifying "ways in which people in the local community and other communities meet their needs." Through community decisions (made by elected and appointed officials and with community input) communities make choices about expenditures to help residents meet their needs. Communities make different choices because they have different priorities and have to make choices based on limited resources.



Level of Difficulty (based on local data)

- Moderate Challenging



Grade 3 Social Studies

(3.3) History. The student understands the concepts of time and chronology. The student is expected to:

(B) create and interpret timelines



Content Builder

What do the students need to know?

Content

A timeline graphically (linearly) represents the passage of time to show a relationship between events, ideas, etc.

Connections

Relate this readiness standard to events in the lives of individuals studied and to chronology concepts including past, present, and future.

To what degree will this learning impact learning 2 years down the road?

Study of the concept of chronology began in Kindergarten and continues through all courses where timelines become a tool to see and understand time relationships between events surrounding one concept or topic.



Academic Vocabulary

- Timeline
- Create
- Interpret



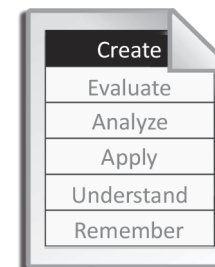
Rigor Implications

Verb

- Create

Level of Bloom's Taxonomy

- Creating



Instructional Implications

Throughout the year, and in regard to a variety of topics and concepts, provide opportunities for students to create their own timelines and interpret timelines created by others. Use these timelines to study the people named in the TEKS and identify events that happened in the past and present.



Distractor Factor

Events included on a timeline are not presented at equidistant points on the line; timelines reflect appropriate intervals of time between events. For example, events that are 10 years apart are 10 times as far apart on the timeline than events that are 1 year apart.



Level of Difficulty (based on local data)

- Moderate Challenging

(3.4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains



Content Builder

What do the students need to know?

Content

People adapt to and modify the physical environment as they meet their needs.

- Adapt to physical environment (deserts, mountains, wetlands, and plains) in ways such as
 - Eat what is available or move from place to place to find food
 - Wear appropriate clothing made from available materials
 - Live in caves or other natural shelters
 - Activities align with physical characteristics
- Modify the physical environment (deserts, mountains, wetlands, and plains) in ways such as
 - Build roads and bridges to aid in transportation of materials and products
 - Plow fields to grow food or bring food items in from other places
 - Build homes from available materials (i.e., settlers on the plains built sod houses) or bring in desired material
 - Use technology to help make a more temperate environment (i.e., air conditioning, heating)

Connections

This standard connects to geography concepts, including physical characteristics of place, learning that there is a relationship between the physical environment and the people.

To what degree will this learning impact learning 2 years down the road?

In earlier courses, students learned about the physical and human characteristics of place and that there is a relationship between the two. Beginning in Grade 3 and continuing in Grade 4 and Grade 5, students investigate how people adapt to and modify their environment.



Academic Vocabulary

- Adapt
- Modify
- Physical Environment
- Desert
- Mountains
- Wetlands
- Plains



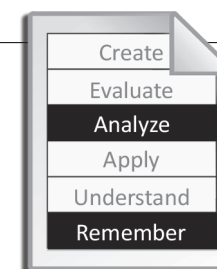
Rigor Implications

Verb

- Identify
- Compare

Level of Bloom's Taxonomy

- Remembering (identify)
- Analyzing (compare)



Instructional Implications

People adapt to or modify the physical environment as they work to meet their needs.

Provide opportunities for students to investigate different physical environments (deserts, mountains, wetlands, and plains) in order to recognize characteristics of the environments and how people adapt to them. The different environments spelled out in the student expectation are introduced in this standard. Use primary and secondary sources for students to investigate and identify adaptations people have made as a result of the environment.

Provide opportunities for students to investigate ways people have modified (changed) the environment in order to meet their needs.

Students then compare ways people in different environments adapt to and modify the different physical environments to meet the same needs.



Distractor Factor

Students often have difficulty distinguishing between adapt to (where people change to fit the environment) and modify (where people change the environment).



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 3 Social Studies

(3.4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape



Content Builder

What do the students need to know?

Content

Human processes shape the landscape. As humans interact with the environment, the landscape is modified by such things as building new homes, conservation, and pollution.

- Building new homes utilizes natural resources to help people meet their need for shelter. It also changes the contour of the land to accommodate homes and roads and utilities, affects water runoff and water usage levels, involves cutting down trees and planting different types of plants, and contributes material to landfills.
- The human process of conservation helps alleviate the detrimental effects of human processes on the landscape. It involves preserving, protecting, and restoring the natural environment.
- Pollution is man-made waste that contaminates air, water, and land as a result of human action where materials or substances with harmful or poisonous effects are introduced into the environment. This includes fertilizers, chemicals, and toxins; littering is also pollution. Pollution contributes to depletion of the ozone layer, global warming, and climate change.

Connections

Geography Readiness Standards 3.4B, 3.4D, and 3.4E work together to build student understanding of how humans adapt to the physical environment. Students examine the concepts of adaptation and modification, including examining physical processes (supporting standard 3.4C) and human processes that help shape the landscape. This standard connects to location, technology, economics, citizenship, and government concepts and standards.

To what degree will this learning impact learning 2 years down the road?

In Grade 3, students are building an understanding of human characteristics of place. This understanding deepens as students study the effects of human processes on the landscape.



Academic Vocabulary

- Human process
- Human characteristics of place
- Environment
- Conservation
- Pollution
- Modify
- Landscape



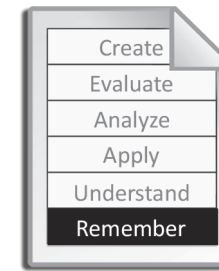
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to study primary and secondary sources to learn about how humans modify the environment to meet their needs. Visual analysis strategies, student experience, as well as books and stories can help students build understanding.

Provide opportunities for students to investigate before-and-after situations (before the subdivision was built and after) that can help students build deeper understanding so they can describe the effects, both positive and negative, of human processes on the landscape.



Distractor Factor

Physical processes (3.4C: volcanoes, hurricanes, and earthquakes) are different from human processes (3.4D: building new homes, conservation, and pollution) in the part humans play in the processes. Humans are part of the effects of physical processes; human are the causes of human processes.



Level of Difficulty (based on local data)

- Moderate Challenging

(3.4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(E) explain how work provides income to purchase goods and services



Content Builder

What do the students need to know?

Content

Human characteristics of place (things caused by human action) vary among

- Region: part of the Earth's surface with shared (human or physical) characteristics, making it unique from other areas. There are physical regions (i.e., continental regions, geographic regions, landform regions). There are also human geography regions (i.e., historical regions, political regions, religious regions, administrative regions such as countries and states, language regions).

Connections

This Readiness Standard works with other Readiness standards (3.4BD) and supporting standards 3.4AC to address how humans adapt to variations in the physical environment. It connects to geography concepts of location, region, human characteristics, and physical characteristics.

To what degree will this learning impact learning 2 years down the road?

Students have been studying the relationship between human characteristics and physical characteristics of their environment since Kindergarten. The learning related to these concepts continues K-12.



Academic Vocabulary

- Region
- Human characteristics
- Adapt
- Vary



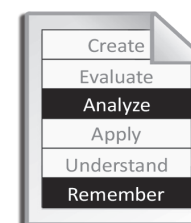
Rigor Implications

Verb

- Identify
- Compare

Level of Bloom's Taxonomy

- Remembering (identify)
- Analyzing (compare)



Instructional Implications

This student expectation looks at the intersection of the physical and human characteristics in regions. (What is a region? What region is being explored? What are the characteristics that define it as a region? What are the physical characteristics of this region? What are the human characteristics of the region?)

Provide opportunities for students to read about and conduct visual analysis of primary and secondary sources to learn about human and physical characteristics of various regions.

Examples could include:

- Accents or dialects are a human characteristic; accents in the South and the Northeast vary greatly.
- Types of buildings and homes are a human characteristic. Houses in the Northeast and mountainous regions often have steeply sloped roofs so snow will flow off; Southern plantation homes are characterized by large windows, porches, and deep overhangs to take advantage of breezes and provide shade.
- People in the Midwest often farm because the land is flat and fertile with a growing season suitable for producing agricultural crops such as corn and soybeans.



Distractor Factor

Examples of physical regions in Grade 3 TEKS include deserts, mountains, wetlands, and plains, natural resource regions (i.e., coal region in Pennsylvania, timber region of the Northwest) and natural hazard regions (i.e., California is an area susceptible to earthquakes and tsunamis; the Midwest, including Oklahoma, is an area susceptible to tornadoes.).



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 3 Social Studies

(3.6) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:

(A) identify ways of earning, spending, saving, and donating money



Content Builder

What do the students need to know?

Content

To live in society and meet needs, people earn, spend, save, and donate money.

There are a variety of ways to accomplish each, such as

- Earn money: work at a job where you are paid (there are many types of jobs)
- Spend money: purchase things that meet needs and wants
- Save money: put in a bank, or put in a piggy bank or other storing place
- Donate money: give to a charity whose cause is important and meaningful to you

Connections

This standard is related to economic concepts including needs and wants of individuals, families, and communities. It is supported by student expectation 3.6B (create a simple budget that allocates money for spending, saving, and donating).

To what degree will this learning impact learning 2 years down the road?

The understanding of economic concepts developed in the primary grades lays the foundation for the study of the economic system in Texas (Grade 4) and in the United States (Grade 5), where students study economic patterns related to the free enterprise system, including patterns of work, economic activities, economic interdependence, and supply and demand.



Academic Vocabulary

- Money
- Earning
- Spending
- Saving
- Donating



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering

Instructional Implications

Students need to understand the concept of money and the practical use of money (as opposed to barter/trade) within an economic system.

Students then need a body of knowledge about money to be able to identify different ways for earning, spending, saving, and donating money. Use books and stories, student experience, and guest speakers as resources for students to learn about ways of earning, spending, saving, and donating money.

- Money: something that serves as a means of exchange for goods or labor



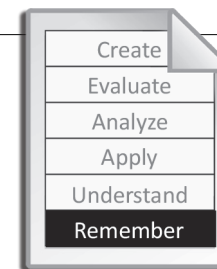
Distractor Factor

This is not an evaluative standard. Students identify ways of earning, spending, saving, and donating money. Though the discussion of choices runs throughout the economic strand, this standard's level for evaluation is only identify.



Level of Difficulty (based on local data)

- Moderate Challenging



(3.7) Government. The student understands the concept of the free enterprise system. The student is expected to:

(C) explain the concept of a free market as it relates to the U.S. free enterprise system



Content Builder

What do the students need to know?

Content

Exchanges within the U.S. free enterprise system occur, for the most part, in a free market between privately owned companies motivated by profit and competition and with no (or limited) government interference.

Connections

This standard has connections to economic concepts, including free enterprise, profit, market, scarcity, and government regulation.

To what degree will this learning impact learning 2 years down the road?

The concepts introduced in Grade 3 lay the foundation for understanding the complex workings of economic systems, knowledge of which continues to grow through K-12.



Academic Vocabulary

- Free enterprise
- Free market
- Exchange
- Competition
- Profit



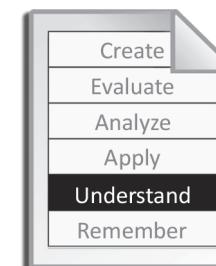
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Students begin to understand the difficult, abstract concepts related to free enterprise. Read stories and set up experiential scenarios so students can build an understanding of the concepts.

- Free enterprise system: an economic system based on individual initiative where privately owned businesses operate competitively for profit with minimal government regulation
- Free market: a market where voluntary exchanges of goods and services are governed by supply and demand



Distractor Factor

Free market and free enterprise are both difficult concepts for young children, and since the word "free" is in both, they are often confused.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 3 Social Studies

(3.9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:

(A) describe the basic structure of government in the local community, state, and nation



Content Builder

What do the students need to know?

Content

What is the basic structure of government in the local community, state, and nation?

- Local community: communities in Texas are usually structured with a mayor council, commissioners, or council-manager format. They are structured to handle the executive, legislative, and judicial needs of communities. Use information about the local community.
- State: The state government has three branches: executive branch (headed by the governor) that executes the laws of the state, legislative branch (Texas House of Representatives and Texas Senate, which make the laws and the budget), and judicial branch (Texas court system, including the Texas Supreme Court).
- Nation: The national government has three branches, executive (headed by the president), legislative (House of Representatives and Senate), and judicial (court system, including the Supreme Court).

Connections

This standard connects to government concepts including government, rules, and laws. It is related to student expectation 3.2B (ways in which people in ... communities meet their needs for government ...). It also connects to Celebrate Freedom Week studies that include study of the Constitution and ideas about government contained therein.

To what degree will this learning impact learning 2 years down the road?

Government concepts are at the center of courses K-12. Grade 4 looks at government concepts in light of Texas government (state). Grade 5 looks at government concepts in light of United States government (national). Major concepts in Grade 4 and Grade 5 include the organization of government and ideas in the founding documents (Declaration of Independence and Constitution).



Academic Vocabulary

- Structure
- Government
- Community
- State
- Nation



Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding

Instructional Implications

Provide opportunities for students to learn about and describe the structure of the local, state, and national governments. What does government do?

Local government:

- Investigate the type of governmental system in the local community (mayor-council, council-manager, commission, town meeting). Provide opportunities for students to learn about the structure of the local government. Describe the local government by illustration, verbalization, or other means. How are these services valuable to the community? Why do communities need government?

State Government

- The Texas state government consists of three branches and separation of powers between the three. The state government is structured as defined in the Constitution of 1876, with a relatively weak governor (executive branch), a bicameral legislative branch that meets biennially, and a judiciary that is elected by partisan ballot.

National (Federal) government

- The government of the United States is a federal constitutional republic whose structure, three branches with separation of powers, is defined by the Constitution (adopted 9/17/1787; went into effect 3/4/1789). The executive branch is responsible for enforcing the laws of the land. The judicial branch (the courts) decides arguments about the meaning of laws and how they are applied; they also decide if laws violate the Constitution. The bicameral legislative branch is the law-making branch of the government.

One way to provide opportunities for students to describe the structure includes illustrating the relationship between the branches and then describing the illustrations.

Visuals and more concrete experiential activities can be helpful in building student understanding. Activities such as acting out scenarios (following teacher instructions) can provide students with experience related to structure of government.



Distractor Factor

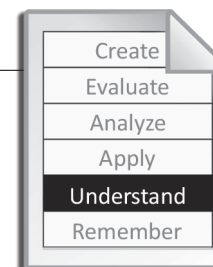
Students at this age still have difficulty understanding the idea that they live in a city/town that is part of a state that is part of a country. It is also often difficult for students to understand that there are multiple levels of government. Students generally are familiar with the federal government since they see and recognize the President, though their level of knowledge and understanding of the other branches – and their functions – is likely to be lower. Their understanding of local and state government is likely to be even less.



Level of Difficulty (based on local data)

Moderate

Challenging



(3.9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:

(B) identify local, state, and national government officials and explain how they are chosen



Content Builder

What do the students need to know?

Content

Government officials are elected or appointed.

Elected officials:

- Local government officials
- State government officials
- National government officials

Connections

This standard connects to concepts such as voting, government officials, authority figures, rules and laws, constitutional republic, and consent of the governed.

To what degree will this learning impact learning 2 years down the road?

This Readiness Standard directly correlates with Grade 2 Readiness Standard 2.12C (identify ways that public officials are selected, including election and appointment to office). The concepts built in this student expectation lay the foundation for understanding the structure and functions of government and the roles of individuals in government. Students will apply these concepts throughout their social studies courses.



Academic Vocabulary

- Government
- Elect
- Appoint



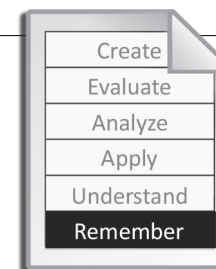
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Government officials (public officials) were introduced in Grade 2 as authority figures. Grade 2 introduced the executive officials of mayor, governor, and president. Methods of selecting public officials introduced in Grade 2 were election and appointment.

In Grade 3, students learn about how the local community works. Provide opportunities to help students understand how government and government officials work to support the community and help people meet the needs of individuals and the community. Perhaps invite government officials to the school or hold a virtual field trip to learn about functions government provides in the community.

Choose local, state, and national government officials to study. Provide opportunities for students to learn about them and be able to identify them.



Distractor Factor

Young children have difficulty understanding that they live in a town/city that is in a state that is in a country.



Level of Difficulty (based on local data)

- Moderate Challenging

Grade 3 Social Studies

(3.10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:

(B) describe and explain the importance of the concept of “consent of the governed” as it relates to the functions of local, state, and national government



Content Builder

What do the students need to know?

Content

The United States government functions under the concept of the governed, so understanding the concept of consent of the governed is key to understanding the government of the United States.

Connections

This standard connects with Constitution Day and Celebrate Freedom Week as well as with the concepts of rules and laws, good citizenship, constitutional republic, and participation in government. It aligns with 1.12C (identify and describe the role of a good citizen in maintaining a constitutional republic) and 2.12D (identify how citizens participate in their own governance through staying informed of what public officials are doing, providing input to them, and volunteering to participate in government functions).

To what degree will this learning impact learning 2 years down the road?

This Readiness Standard completes primary grade study of the relationship of people and their government. The theme of the relationship of people and their government deepens throughout K-12 social studies courses, culminating in the high school government course.



Academic Vocabulary

- Consent of the governed



Rigor Implications

Verb

- Describe

Level of Bloom’s Taxonomy

- Remembering

Instructional Implications

At the local, state, and national levels, government operates with the consent of the governed. People elect certain officials to represent us and make decisions that are in the best interest of the people and the country. Elected officials appoint qualified people to carry out other government tasks. People provide input to the elected and appointed officials.

Key phrases, documents, and traditions in American life help build an understanding of the important concept of consent of the governed. Relevant phrases include “We the people” and “government of the people, by the people, and for the people.” Documents include the Declaration of Independence, the Constitution, and the Bill of Rights. Customs and traditions supporting the concept include voting and participating in government (see Readiness Standard 3.11A).

One way to set the stage for understanding of the concept could be to involve students in writing the rules for the classroom, and signing the list to indicate that they give their consent and agree to follow the rules of the classroom (rules that establish order, provide security, and manage conflict – 1.11B).



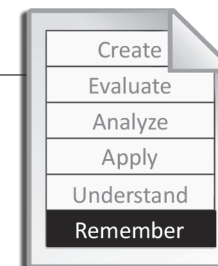
Distractor Factor

This is a complex concept and should not be taught once in the year, but included multiple times throughout the year as it underlies continuation of our constitutional republic form or government.



Level of Difficulty (based on local data)

- Moderate Challenging



(3.11) Culture. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:

(A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting



Content Builder

What do the students need to know?

Content

Good citizens believe in truth, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government, and they choose to act in ways that exemplify those beliefs.

- Truthfulness
- Justice
- Equality
- Respect for oneself and others
- Responsibility in daily life
- Participation in government
 - Educating oneself about the issues
 - Respectfully holding public officials to their word
 - Voting

Connections

This standard is connected to concepts relating to citizenship.

To what degree will this learning impact learning 2 years down the road?

This identical student expectation has been taught as a supporting standard in Grade 1 and Grade 2. In Grade 3 it is identified as a Readiness Standard. The concept of good citizenship is central to the study of social studies K-12. It is also central to the Grade 3 course, whose focus is “how diverse individuals have changed their communities and world” (Grade 3 TEKS, Introduction, paragraph 1).

In Grade 4, the concepts in this student expectation relate to 4.17 (individual participation in the democratic process), and 4.18 (effective leadership in a constitutional republic). In Grade 5, connections include 5.17 (American beliefs and principles that contribute to national identity), 5.18 (individual participation in the democratic process), 5.19 (effective leadership in a constitutional republic), and 5.20 (fundamental rights of American citizens). In all courses, historical figures are included to help students recognize the abstract characteristics manifest in real people.



Academic Vocabulary

- | | |
|--------------------|-------------------------------|
| • Good citizenship | • Responsibility |
| • Truthfulness | • Participation in government |
| • Justice | • Issues |
| • Equality | • Public officials |
| • Respect | • Voting |



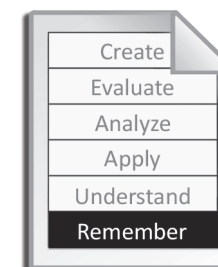
Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Provide opportunities for students to examine the lives of people who exemplify characteristics of good citizenship so they can identify the characteristics in line with the Grade 3 goal to learn about how diverse individuals have changed their communities and world. Align instruction with historical figures listed in the TEKS, contemporary examples of good citizenship, and especially local people with whom students are familiar and whose impact can be recognized in the local community.

Relate the concepts and characteristics to learning throughout the year.



Distractor Factor

Students often relate being a hero or good citizen with being famous. Make sure students understand that anyone can be a good citizen; they just have to choose to act in ways that exemplify the good citizenship characteristics.



Level of Difficulty (based on local data)

- Moderate Challenging

(3.12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:

(A) give examples of community changes that result from individual or group decisions



Content Builder

What do the students need to know?

Content

Communities change as a result of individual and group decisions. These decisions can have positive or negative consequences.

Connections

This standard relates citizenship choices to human characteristics of place.

To what degree will this learning impact learning 2 years down the road?

In Grade 4, individual and group decisions tell the story of Texas history. In Grade 5, individual and group decisions tell the story of United States history.



Academic Vocabulary

- Constitutional republic
- Decision
- Vote
- Community



Rigor Implications

Verb

- Given examples

Level of Bloom's Taxonomy

- Remembering

Instructional Implications

Individuals, working alone or in groups, change communities.

Students understand that individuals make choices to act in ways that reflect good citizenship, and those choices impact the community. They further understand that citizens can band together, make a decision as a group, and impact the community. In addition to local examples and people associated with current events, use individuals named in the TEKS to explore choices they made, ideals they stood for, events that occurred. (See 3.1B, 3.1C, 3.8E, 3.11B, 3.14A, 3.16A)

Provide opportunities for students to see and understand how communities (local, state, nation) have changed over time. (Use primary source documents.)

Students then analyze the changes and discover how decisions by individuals and groups led to the changes.

This standard relates to Celebrate Freedom Week, the Declaration of Independence, the Constitution, and the Bill of Rights.

It also relates to changes in the local community. Include many types of human characteristics. Examples could include buildings and businesses (i.e., Individuals or groups saw the need for housing for people moving into the community so they built apartment buildings that changed the local community.) and parks (i.e., Public officials recommended and individuals voted to enact a bond package to acquire and build parks for the community.), as well as cultural traditions (i.e., Individuals choose to immigrate to the local community, which influences the language, customs, foods, and other cultural traditions of the local community.)

The use of cause-effect graphic organizers can help students see the relationship between choices and consequences.



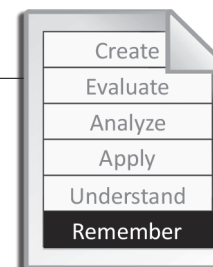
Distractor Factor

Often students are aware of and can understand changes in the community but have not considered that someone had to come up with the idea and push for its fruition. The idea of making a decision, including considering the options and consequences, is key to this standard and Grade 3 social studies. Including traffic jams, pollution, traffic accidents, etc.



Level of Difficulty (based on local data)

- Moderate Challenging



(3.14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:

(B) identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains



Content Builder

What do the students need to know?

Content

Individuals often choose to act heroically in line with their beliefs. Their choices and actions help shape the culture of communities.

- Military
- First responders
- Four Chaplains: during WWII, four U.S. Army chaplains gave their lives to save others when the troop ship the USAT Dorchester sank. When there were not enough life jackets, the chaplains gave their life jackets to troops and went down with the ship.

Connections

Relate to good citizenship decisions, to the idea that individuals impact communities.

To what degree will this learning impact learning 2 years down the road?

Many historical figures who performed heroic deeds are included in Grade 4 and Grade 5. A strong foundation laid in the early grades will be deepened throughout the social studies courses.



Academic Vocabulary

- Hero



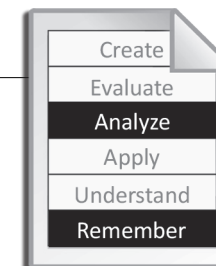
Rigor Implications

Verb

- Identify
- Analyze

Level of Bloom's Taxonomy

- Remembering (identify)
- Analyzing (analyze)



Instructional Implications

Provide opportunities for students to learn about heroic deeds of individuals (local, state, and nation). Use primary and secondary sources, graphic organizers, and fictionalized stories to analyze the heroic deeds of individuals.

Choose incidents to study that reflect national beliefs and values and characteristics of good citizenship.

Use a variety of sources including fiction and nonfiction. Stories could include fictional stories or myths and legends that reflect tales of courage and bravery to help build an understanding of the concept of hero and heroic deed. Use primary sources such as oral histories, classroom guest visits, pictures and letters. Use secondary sources that could include retellings of tales (such as of the Four Chaplains), nonfiction books, and newspaper reports.

Record learning on graphic organizers could include cause-effect organizers, timelines, and others. Collecting student work to create a class book that can be "checked out" can provide opportunities for students to share their learning with parents.

- Hero: a mythical or real person who exemplifies courage or ability and who is admired for brave deeds and noble qualities
- Military: members of the nation's armed forces (Army, Navy, Air Force, Marines, Coast Guard) whose job is to protect the security of the nation
- First responders: people whose job includes being the first on the scene of an emergency. Examples include police and firefighters.



Distractor Factor

After hearing stories of heroic deeds, students sometimes begin to think that heroism involves life-threatening situations and death. They should understand that "regular" people are heroic when they stand up for their ideals, and otherwise exhibit characteristics of a hero and good citizen.



Level of Difficulty (based on local data)

- Moderate Challenging

(3.16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:

(B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities



Content Builder

What do the students need to know?

Content

Scientific breakthroughs and new technology impact life in communities.

Examples could include:

- Computers – advances in computing, including the expansion of computers, communication devices, and the Internet have had a major impact on how people live (Bill Gates).
- Pasteurization – the process of heating food and holding it at a temperature during processing in order to slow microbial growth that can cause disease has allowed for safe food storage and handling (Louis Pasteur)
- Medical vaccines – biological preparations used to improve the immune system so the body can fight infection (Jonas Salk). The Centers for Disease Control and the World Health Organization websites include data that can be used to investigate vaccines and how they have helped control disease around the world

Connections

As students study history (i.e., chronology and cause and effect) and geography (i.e., human characteristics of place), they see the individuals, events, and ideas that have occurred and how they have influenced communities. In supporting standard 3.16A, individuals are named who should be studied in Grade 3, including Jonas Salk, Maria Mitchell, Cyrus McCormick, Bill Gates, and Louis Pasteur. Continues investigation of the idea that individuals change communities.

To what degree will this learning impact learning 2 years down the road?

The conceptual understanding that this standard supports (Scientific breakthroughs and new technology impact life in communities) continues K-12. In grade 4, students investigate scientific discoveries and technological innovations that have had an impact on Texas, including those in aerospace, agriculture, energy, and technology. Individuals include Gail Borden, Joseph Glidden, Michael DeBakey, and Millie Hughes-Fulford. In grade 5, discoveries and technological innovations in medicine, communication, and transportation are studied, including the transcontinental railroad and the space program. Individuals include Benjamin Franklin, Eli Whitney, John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, the Wright Brothers, and Neil Armstrong.



Academic Vocabulary

- Technology
- Impact
- Breakthrough
- Pasteurization
- Medical vaccine



Rigor Implications

Verb

- Identify

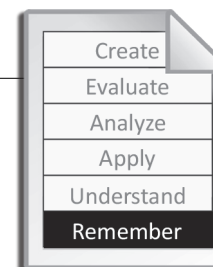
Level of Bloom's Taxonomy

- Remembering

Instructional Implications

Relate the historical event (chronology) to geography (human characteristics of place) and the social studies skill (cause and effect, sequence). Compare life before and after the scientific breakthrough or new technology. Use primary source documents including pictures, diary entries, letters, and lab notes to analyze the impact.

- How have computers changed the way people live? (i.e., inside more, instant access to information, people's jobs have changed, classroom/library research has changed)
- How has pasteurization changed the way people live? (i.e., no longer need your own cow, transportation of foods over longer distances, safer foods, canning and refrigeration, supermarkets)
- How have medical vaccines changed the way people live? (i.e., life before polio, life during the polio epidemic, life after the polio vaccine invented)



Distractor Factor

The emphasis of this standard is on the impact advancements have had on communities, not on the advancements themselves. Students do not need to understand the advancements, but they must be able to identify the impact the breakthroughs have made on communities.



Level of Difficulty (based on local data)

- Moderate Challenging

(3.1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(B) identify individuals, including Pierre-Charles L’Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard fully supports Readiness Standard 3.1A by providing specific people to study as examples of how individuals, events, and ideas have changed communities.

How does it support the Readiness Standard(s)?

It provides specific people to study as examples of how individuals, events, and ideas have changed communities.

May be adjusted according to local curriculum



Academic Vocabulary

- Community



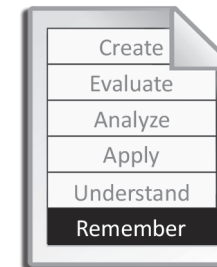
Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Individuals shape communities.

- Pierre-Charles L’Enfant – helped shape communities by helping design Washington, D.C. and many of its buildings, such as the Capitol, Congress, and the White House, applying French architectural styles. (human characteristics of place)
- Benjamin Banneker – helped shape communities by influencing the design of Washington, D.C., as a member of the team that surveyed the original plot for the city. A free black, inventor, writer (almanacs), and abolitionist, he used his knowledge of astronomy to help determine measurements for the survey.
- Benjamin Franklin – helped shape communities by
 - helping write the Declaration of Independence and Constitution, documents that enshrined the ideas upon which our country is founded
 - serving as a public official (i.e., Postmaster: Post Roads improved communication; Ambassador: ambassador to France; Treaty negotiator: part of the team that negotiated the end of the American Revolution – Treaty of Paris 1783)
 - writing about many issues in his almanacs and printings
 - inventing a variety of items that improved the quality of life (Franklin stove, bifocals, lightning rod, glass harmonica)
 - setting up fire brigades and lending libraries in communities. Franklin encouraged and exemplified the idea that communities should be places where people work together for the common good. “To pour forth benefits for the common good is divine.”

(3.1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard fully supports Readiness Standard 3.1A by providing specific people to study as examples of how individuals, events, and ideas have changed communities.

How does it support the Readiness Standard(s)?

It provides specific people to study as examples of how individuals, events, and ideas have changed communities, especially by contributing to the expansion of existing communities or to the creation of new communities.

May be adjusted according to local curriculum.



Academic Vocabulary

- Contribute
- Expansion
- Creation
- Community



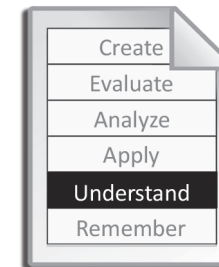
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Individuals contribute to the expansion of existing communities or to the creation of new communities.

- Daniel Boone – explored, settled, and defended communities. He spent his life exploring the frontier (Kentucky to Missouri). He surveyed land and blazed a trail through the Cumberland Gap, the Wilderness Road, thus “opening” the Kentucky frontier for settlement from the east. His accomplishments were mythologized and he became a folk hero; his adventures came to symbolize the changes in America from an independent, rugged frontier to a modern, mechanized nation.
- Christopher Columbus – explored the western Atlantic Ocean for Spain, “discovering” the North American continent and opening this “new world” to European exploration and colonization. The significance of Columbus’ discovery is remembered every Columbus Day, a federal holiday on the second Monday of October.
- The Founding Fathers – wrote the Constitution as way to guide formation of the United States. The Founding Fathers’ belief in life, liberty, and the pursuit of happiness made it possible for Americans to settle, form communities, and live freely.
- Juan de Oñate – As a Spanish explorer and community founder, he explored Mexico and the southwestern portion of what is now the United States, including naming areas such as El Paso (the crossing of the Rio Grande) and creating “El Camino Real,” a route crucial for communicating and trading between Mexico City and Santa Fe. In 1595, he explored the upper Rio Grande Valley for King Phillip II of Spain; he and his men were given the task of creating missions, spreading Roman Catholicism to the area, and claiming what is now modern-day New Mexico for Spain. He became colonial governor of the region under Spanish control and led expeditions through Oklahoma, Colorado, and the Texas panhandle.

(3.2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(C) compare ways in which various other communities meet their needs



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 3.2A (people have formed communities to meet their needs for security, religious freedom, law, and material well-being.) and Readiness Standard 3.2B (ways people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation).

How does it support the Readiness Standard(s)?

It supports Readiness Standards 3.2A and 3.2B by increasing the level of rigor by requiring students to compare communities and the ways those communities meet their needs, thus deepening student understanding.

May be adjusted according to local curriculum.



Academic Vocabulary

- Compare
- Needs



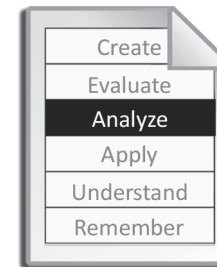
Rigor Implications

Verb

- Compare

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

The focus in Grade 3 is the local community. Provide opportunities for students to study and learn about the local community and identify ways people in the local community meet their needs for security, religious freedom, law, and material well-being (3.2A) as well as their needs for government, education, communication, transportation, and recreation (3.2B).

Then find examples of those needs being met in a variety of other communities and provide students with opportunities to analyze primary and secondary sources to compare the similar and different ways people in communities meet those needs. Encourage the use of graphic organizers to categorize examples and then to compare the results. For example,

- How do the people in Community A meet their need for ___?
- How do the people in Community B meet their need for ___?
- How are the ways people meet this need similar and how are they different?

Note, too, that the standard requires comparison of communities past and present. Include primary and secondary documents showing ways people met the need in the past and how they meet the need in the present. Perhaps connect to TEKS 3.16A and 3.16B (scientific breakthroughs and new technology).

(3.3) History. The student understands the concepts of time and chronology. The student is expected to:

(A) use vocabulary related to chronology, including past, present, and future times



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard fully supports Readiness Standard 3.3B (create and interpret timelines) and the concept of chronology as an organizing concept to learn to think historically.

It helps to scaffold student understanding for future learning as students deepen their understanding of the concept of chronology and to prepare students to speak of eras and time periods when they apply their understanding of the concept of chronology to the history of Texas in Grade 4, and the history of the United States in Grade 5.

How does it support the Readiness Standard(s)?

It provides categories for students to use to understand the time relationship among historical events.

May be adjusted according to local curriculum.



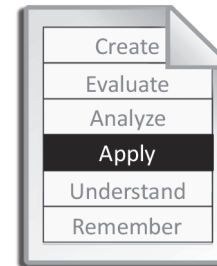
Rigor Implications

Verb

- Use

Level of Bloom’s Taxonomy

- Applying



Instructional Implications

While the concepts of past, present, and future seem unique, they are sometimes confusing to small children. While “yesterday” is the past in some contexts, historically speaking, “yesterday” may be considered part of the present. Use with terms from 3.3C to aid in student understanding of chronology and prepare to speak of eras and time periods when students begin to apply their conceptual understanding (chronology) to the history of Texas in Grade 4, and the history of the United States in Grade 5.



Academic Vocabulary

- Time
- Chronology
- Past
- Present
- Feature

(3.3) History. The student understands the concepts of time and chronology. The student is expected to:

(C) apply the terms year, decade, and century to describe historical times



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard fully supports Readiness Standard 3.3B (create and interpret timelines) and the concept of chronology as an organizing concept to learn to think historically.

It helps to scaffold student understanding for future learning as students deepen their understanding of the concept of chronology and to prepare students to speak of eras and time periods when they apply their understanding of the concept of chronology to the history of Texas in Grade 4, and the history of the United States in Grade 5.

How does it support the Readiness Standard(s)?

It provides appropriate time-related vocabulary to help students deepen their understanding of and describe the relationship of events in time (chronology).

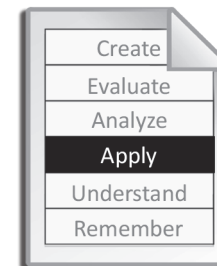
May be adjusted according to local curriculum.



Rigor Implications

Verb

- Apply



Level of Bloom's Taxonomy

- Applying

Instructional Implications

Use the terms year, decade, and century to help frame a timeline so students see the time relationship among events. Student understanding grows to recognize that the intervals on a timeline are related to different periods of time and that, for example, a timeline with 6 entries does not have the events placed equidistant from each other, but in relationship to time.



Academic Vocabulary

- Chronology
- Decade
- Historical times
- Century
- Year

(3.4) History. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard fully supports Readiness Standard 3.4B by adding needed depth.

Related concepts: physical characteristics, physical environment, human characteristics, adaptation, modification.

How does it support the Readiness Standard(s)?

Supporting Standard 3.4A requires students to describe and explain the variations in the physical environment which prepares them to, in Readiness Standard 3.4B, relate those variations to communities and be able to compare adaptations and modifications to the physical environment (deserts, mountains, wetlands, and plains).

May be adjusted according to local curriculum.



Academic Vocabulary

- Adapt
- Vary/variation
- Physical environment
- Climate
- Landform
- Natural resource
- Natural hazards



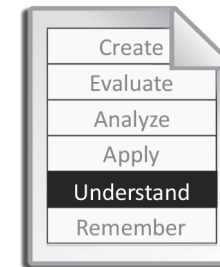
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Physical environments vary in climate, landforms, natural resources, and natural hazards.

Relate to environments such as deserts, mountains, wetlands, and plains.

Students have been studying the physical characteristics of place (the physical environment) since Kindergarten (K.5), where they identified characteristics as physical or human. Also since kindergarten, students have been studying landforms, natural resources, and natural hazards; they studied weather in Kindergarten, and climate was introduced in Grade 1.

Additionally, they began their study of the concept of location in Kindergarten, identifying differences and noting the relationship between location and the human characteristics of place (i.e., people in New York need heavy coats but people in Florida do not). In Grade 3, they deepen their understanding of the relationship between the physical environment and location by studying maps and globes to be able to identify, describe, and explain variations.

(3.4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:

(C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 3.4A (identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains).

How does it support the Readiness Standard(s)?

People adapt to physical processes (i.e., natural hazards such as volcanoes, hurricanes, and earthquakes) that are part of the physical environment of a location.

May be adjusted according to local curriculum.



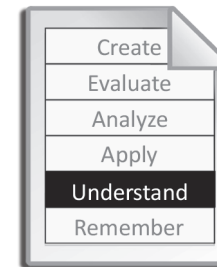
Rigor Implications

Verb

- Describe

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Physical processes (i.e., natural hazards such as volcanoes, hurricanes, and earthquakes) help shape the physical environment of a location. People adapt to the physical environment.

Investigate the physical characteristics of physical environments such as deserts, mountains, wetlands, and plains to determine if physical processes helped shape the environment and how they did so. Tie this information to the study of 3.4A to find ways people have adapted to the environment.



Academic Vocabulary

- Physical process
- Volcano
- Hurricane
- Earthquake
- Adapt
- Physical environment

(3.5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

(A) use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

Though in the Geography strand, this student expectation is a skill to be developed to support understanding and add depth to content learned.

How does it support the Readiness Standard(s)?

This skill supports understanding and application of geography concepts (location, distance, direction) in relation to building conceptual understanding as well as deepening content knowledge.

May be adjusted according to local curriculum.



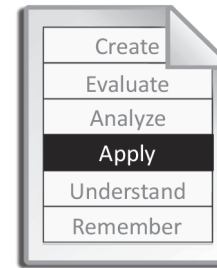
Rigor Implications

Verb

- Use

Level of Bloom’s Taxonomy

- Applying



Instructional Implications

Though in the Geography strand, this student expectation is a skill to be developed. Provide opportunities to use maps and globes to locate places and describe their relative location, including using cardinal directions (north, south, east, west) and intermediate directions (northwest, northeast, southeast, southwest), of places such as the Rocky Mountains, the Mississippi River, and Austin, Texas, that are listed in this student expectation, as well as locations related to other standards.

Examples could include support of Geography standard 3.4 as well as locations related to other standards, such as

- Washington, D.C. (the capital city Pierre L’Enfant helped plan –3.1B)
- Philadelphia, Pennsylvania (where the Declaration of Independence was signed – 3.10A)
- the Cumberland Pass and the Wilderness Road (Daniel Boone in 3.1C)
- El Paso, Texas, and Plymouth, Massachusetts (during discussion of thanksgiving celebrations – Juan de Onate in 3.1C and 3.3B)
- where government services are located in the local community (3.9C – post office, court house, parks)



Academic Vocabulary

- Cardinal direction
- Intermediate direction
- Location
- Map
- Globe

(3.5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

(B) use a scale to determine the distance between places on maps and globes



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

Though in the Geography strand, this student expectation is a skill to be developed to support understanding and add depth to content learned.

How does it support the Readiness Standard(s)?

This skill supports understanding and application of geography concepts (location, distance, direction) in relation to building conceptual understanding as well as deepening content knowledge.

May be adjusted according to local curriculum.



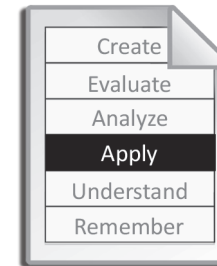
Rigor Implications

Verb

- Use

Level of Bloom's Taxonomy

- Applying



Instructional Implications

Provide opportunities to use a variety of maps with different scales to help students see the effect of changing the scale. Relates to the mathematics concept of proportion.

3-D scale models such as toy cars or trains can be used to help students understand. This understanding, then, can be transferred to 2-dimensional maps. Perhaps draw a scale drawing of the classroom. Use a map of the United States in a book, a desktop map, a wall map, etc., to investigate different scales. Use in relation to 3.5A to estimate distance between locations.



Academic Vocabulary

- Scale
- Distance
- Location

(3.5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

(C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

Though in the Geography strand, this student expectation is a skill to be developed to support understanding and add depth to content learned.

How does it support the Readiness Standard(s)?

This skill supports understanding and application of geography concepts (location, distance, direction) in relation to building conceptual understanding as well as deepening content knowledge.

May be adjusted according to local curriculum.



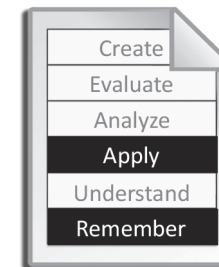
Rigor Implications

Verb

- Identify
- Use

Level of Bloom's Taxonomy

- Remembering
- Applying



Instructional Implications

On maps and globes used during study of social studies, systematically identify and use map elements so their use becomes automatic.



Academic Vocabulary

- Compass rose
- Direction
- Grid system
- Symbols
- Legend

(3.5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:

(D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

Though in the Geography strand, this student expectation is a skill to be developed to support understanding and add depth to content learned.

How does it support the Readiness Standard(s)?

This skill supports understanding and application of geography concepts (location, distance, direction) in relation to building conceptual understanding as well as deepening content knowledge.

May be adjusted according to local curriculum.



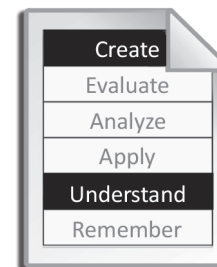
Rigor Implications

Verb

- Create
- Interpret

Level of Bloom’s Taxonomy

- Creating
- Understanding



Instructional Implications

These map elements should be identified on any map used, and included on any map created.

- Compass rose – a circle or similar design that includes cardinal and intermediate directions to show the orientation of a map.
- Legend – list of the symbols used on the map. Usually includes simple drawings, letters, shortened words, and/or colored shapes to provide information used to interpret maps. Sometimes called a key.
- Scale – an indication of the relationship between the distances on a map and the corresponding actual distances. Examples include: “1 inch equals 1 mile.” Usually shown as a line marked at intervals to indicate distances. Usually found near the compass rose and/or legend.
- Grid system – a coordinate system or network of horizontal and vertical lines used to locate points on a map. Includes latitude and longitude systems as well as letter-number systems (G-12)

Often used with the mnemonic device TODALS:

- T = Title of map
- O = Orientation (compass rose)
- D = Date (date of map’s creation)
- A = Author of map
- L = Legend
- S = Scale

With practice, students become adept at identifying the map elements, using them to interpret maps, and including them on any maps they create.



Academic Vocabulary

- Title
- Compass rose
- Legend
- Scale
- Grid system

(3.6) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:

(B) create a simple budget that allocates money for spending, saving, and donating



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 3.6A (ways of earning, spending, saving, and donating money).

How does it support the Readiness Standard(s)?

It offers an opportunity to apply learning about earning, spending, and saving money to a practical, real-life situation to deepen understanding.

In earlier grades, students investigated needs and wants and described similarities and differences in ways people meet their needs

May be adjusted according to local curriculum.



Academic Vocabulary

- Budget
- Earn
- Spend
- Save
- Donate



Rigor Implications

Verb

- Create

Level of Bloom's Taxonomy

- Creating



Instructional Implications

To provide a relevant experience, perhaps invent a scenario for students to work with. Budget worksheets are available online. Also investigate the district's personal financial literacy curriculum used in the high school economics course to appropriately build a foundation that will consistently align economic requirements throughout students' school years. Tie to the social studies skills in 3.19 (use problem-solving and decision making skills).

- Budget - a written financial document that outlines income and expenses. Usual categories to include are income, fixed expenses, optional expenses, and savings; also include donations.
- Earn – complete a job for pay. (Also includes interest earned on savings.)
- Spend – pay for goods and services to meet needs and wants
- Save – put aside money for future use
- Donate – give money or services to a charitable organization

(3.7) Economics. The student understands the concept of the free enterprise system. The student is expected to:

(A) define and identify examples of scarcity



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation helps scaffold content for future learning by introducing economics concepts central to understanding the world around us.

How does it support the Readiness Standard(s)?

It expands understanding of the economic concepts in relation to building an understanding of free market and free enterprise.

May be adjusted according to local curriculum.



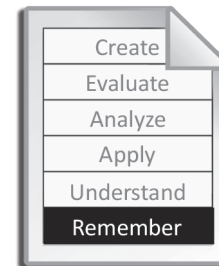
Rigor Implications

Verb

- Define
- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

- Free enterprise – an economic system in which private businesses are organized and operate for profit in a competitive environment with little government interference
- Scarcity - economic term referring to a situation that occurs when people want more of something than is readily available, thereby forcing people to make choices

Provide examples with which students are familiar (i.e., food, toys, money). Once they have experienced scarcity and built an understanding, students can identify and define examples in their own lives. A class anchor chart of examples could be created.



Academic Vocabulary

- Free enterprise
- Scarcity

(3.7) Economics. The student understands the concept of the free enterprise system. The student is expected to:

(B) explain the impact of scarcity on the production, distribution, and consumption of goods and services



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard is tightly aligned with 3.7A and also supports Readiness Standard 3.7C (explain the concept of a free market as it relates to the U.S. free enterprise system).

How does it support the Readiness Standard(s)?

Scarcity is a key concept related to understanding the free market system.

May be adjusted according to local curriculum.



Academic Vocabulary

- Free market
- Free enterprise
- Scarcity
- Production
- Distribution
- Consumption
- Goods
- Service



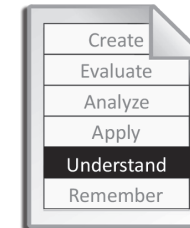
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

- Free market – In a free market, prices are determined by unrestricted competition between privately owned businesses
- Free enterprise – an economic system in which private businesses are organized and operate for profit in a competitive environment with little government interference
- Scarcity - economic term referring to a situation that occurs when people want more of something than is readily available, thereby forcing people to make choices
- Production – the step in the economic cycle where resources are transformed into goods or services. Production is affected by the factors of production: capital, labor, land/natural resources, and entrepreneurship
- Distribution - in an economic system, distribution is the step where goods and services are moved from those who make them (producers) to those who use them (consumers). Besides distribution of goods and services, economic distribution also includes distribution of income.
- Consumption – the use of goods and services by consumers (by households or in manufacturing)
- Goods – products that fulfill a need. Goods are tangible; examples include clothing, cars, books, manufactured items
- Service – something someone does for you. Services are intangible; examples include giving a haircut, cooking a meal. (You can touch a good but not a service, though you can touch the result of the service.)

Scarcity occurs in all stages of the economic system, not just with consumers. For example, scarcity affects production when the resources (factors of production: capital, labor, land/natural resources, and entrepreneurship) needed to produce the good or service are scarce. Scarcity affects distribution when there exists enough of a good or service but it is not distributed equally. Scarcity affects consumption when people have to make choices about what goods and services to purchase because a good or service cannot be delivered to all who want it (distribution).

Perhaps set up a scenario where students act out a production/ consumption cycle where factors of production (capital, land/resources, labor, and entrepreneurship) are limited in different phases of the scenario so students can see effects of scarcity and deepen their understanding of the concepts. Once they experience the difference scarcity can make, students will be better able to understand the impact of scarcity and explain that impact. A cause-effect or flow chart graphic organizer can help.

(3.8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(A) identify examples of how a simple business operates



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard helps scaffold content for future learning about economic systems and how they operate. It is tightly aligned with Economics standards and student expectations 3.6., 3.7, and 3.8.

How does it support the Readiness Standard(s)?

It builds student understanding of the underlying economic concepts.

By relating economic concepts to real-life experiences, students build understanding of the complex and abstract economic concepts and build a foundation for understanding the world around them while building personal financial literacy skills. (Personal financial literacy skills are also part of the high school Economics course.).

May be adjusted according to local curriculum.



Academic Vocabulary

- Business



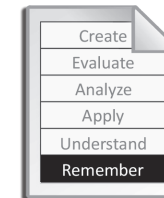
Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

• Business – organization that exchanges goods or services for the same or money
 Businesses operate for profit. They offer goods or services for sale and operate in response to supply and demand. Considering the factors of production, a small business funds (with money: capital, facilities) the work (labor) to combine an idea (entrepreneurship) with resources (land, natural resources) to produce a good or service that can be sold for a profit in a market.

Provide opportunities for students to examine small businesses. Flow chart graphic organizers can provide visual support to help students grasp the ideas. Perhaps create a graphic organizer as students are presented a look at a small business while walking through the cycle with students. Then offer a similar example business for students to investigate to identify the steps and factors involved in running a small business. Example questions could include:

Production:

- Entrepreneurship
 - What idea does the business owner have to start the business?
 - What problem would this business solve for consumers?
 - Why does the owner think this idea will work?
 - What is the demand for the good or service?
 - What is the existing supply for the good or service (competition)?
- Land
 - What natural resources will be needed to produce the product or deliver the service?
 - Where and how will the resources be located and delivered?
 - What type of facilities will be needed? (manufacturing, sales, etc.)
- Labor
 - What kind of work will be done to produce the product or deliver the service?
 - What kind of skills will be needed?
 - How many workers will be needed?
 - How will the products and services get to the consumers?
- Capital
 - How much money will be required to produce the product or service?
 - What money will be needed to purchase the natural resources needed?
 - What money will be needed to purchase the labor to do the work?
 - What money will be needed to fund the production facilities (machines, factory space, phones and electricity, etc.)
 - What money will be needed to distribute the good or service to consumers?
 - What taxes will be paid? (connects with 3.9C, 3.9D)
 - What price can be charged for the good or service in the market? (consider supply and demand)

Provide opportunities for students to design and run a small business, perhaps where the profits are donated to a charity, so they gain relevant experience related to the difficult and abstract concepts and the reality of costs and expenses, risk, supply and demand, economic advantage, etc.

(3.8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(B) explain how supply and demand affect the price of a good or service



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard helps scaffold content for future learning about economic systems and how they operate. It is tightly aligned with Economics standards and student expectations 3.6., 3.7, and 3.8.

How does it support the Readiness Standard(s)?

It builds student understanding of economic concepts.

May be adjusted according to local curriculum.



Academic Vocabulary

- Supply
- Demand
- Price
- Good
- Service
- Choice



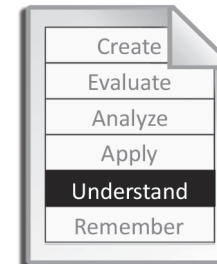
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

- Supply – the amount of a product (good) that is available at a price
- Demand – a consumer's desire and willingness to buy a good or service at a specific price
- Price – the price at which a good or service can be bought or sold. The market price of a good or service is that price where supply and demand converge.
- Goods – products that fulfill a need or want. Goods are tangible; examples include clothing, cars, books, and manufactured items.
- Service – something someone does for you. Services are intangible; examples include giving a haircut, cooking a meal. (You can touch a good but not a service, though you can touch the result of the service.)
- Choice – in making economic choices, people look at their needs and wants, the goods and services available, and the price. They then make choices after considering opportunity costs, benefits, and incentives.

Include with the scenarios or experiential exercises used to teach 3.7 and 3.8

(3.8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(C) explain how the cost of production and selling price affect profits



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard helps scaffold content for future learning about economic systems and how they operate. It is tightly aligned with Economics standards and student expectations 3.6., 3.7, and 3.8.

How does it support the Readiness Standard(s)?

It builds student understanding of economic concepts and allows them to grasp how the economic system works.

May be adjusted according to local curriculum.



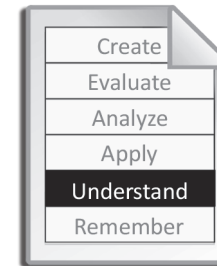
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

- Cost of production – the cost of producing a good or service
- Selling price – the amount of money consumers are willing to pay to purchase a good or service will vary
- Profit – the difference between the revenue received from selling a good or service and the cost of producing the good or service

Include with the scenarios or experiential exercises used to teach 3.7 and 3.8, especially 3.8A.



Academic Vocabulary

- Cost of production
- Profit
- Selling price

(3.8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(D) explain how government regulations and taxes impact consumer costs



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard helps scaffold content for future learning about economic systems and how they operate. It is tightly aligned with Economics standards and student expectations 3.6., 3.7, and 3.8. It is also related to the purpose of government (K.8, 1.11, 2.11).

How does it support the Readiness Standard(s)?

It builds student understanding of economic concepts and allows them to grasp how the economic system works and the role of government.

In Grade 3, the foundation is laid for student understanding of the relationship between taxes and government services. This idea is crucial to understanding the role of government in the lives of people and in history as students study Texas history, United States history, world history, and become responsible citizens in society.

May be adjusted according to local curriculum.



Academic Vocabulary

- Regulation
- Tax
- Consumer cost



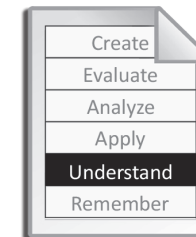
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

A free enterprise economic system is one in which private businesses operate for profit in a competitive environment with little government interference (regulation). However, government provides a variety of services to the people and businesses. To fund those services, government collects taxes. For consumers, taxes on goods and services purchased are added to the selling price, thus raising the total cost of the good or service.

Government regulations that businesses must follow add to the cost of production, which raises the selling price for consumers. Government regulations are one part of the responsibility of government to the people as it works to establish order, provide a safe and secure environment, and manage conflict in the community, state, and nation (see purposes for government in K.8A, 1.11A, and 2.11A.) Examples include rules pertaining to food safety, usury laws to protect consumers, and copyright and patent law to protect business ideas.

- Regulation – a rule, with the force of law, that is set by government to direct or guide conduct
- Tax – a required fee levied by the government and paid by individuals and businesses to fund government activities
- Consumer cost – what a consumer pays for a good or service. Taxes can be considered as part of the consumer cost.

(3.8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:

(E) identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard helps scaffold content for future learning about economic systems and how they operate. It is tightly aligned with Economics standards and student expectations 3.6., 3.7, and 3.8.

How does it support the Readiness Standard(s)?

It provides specific examples of people who have built businesses to help students make a connection between abstract concepts and real life, where people have succeeded in business.

It helps build student understanding of economic concepts and allows them to grasp how the economic system works and the role of government.

May be adjusted according to local curriculum.



Academic Vocabulary

- Entrepreneur
- Free enterprise



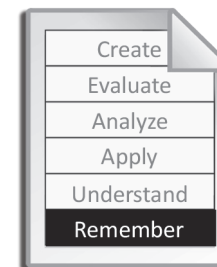
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

- Entrepreneur – an individual who runs a business to provide new products or services, taking on financial risk in the market and benefitting from financial rewards. An entrepreneur is a business leader and innovator who brings new ideas and business processes to the market.
- Free enterprise – an economic system in which private businesses are organized and operate for profit in a competitive environment with little government interference.
- Henry Ford – founded the Ford Motor Company in 1903 and developed the Model T by 1908. Innovations and business systems including interchangeable parts, mass production, and the assembly line reduced the price of the Model T and revolutionized manufacturing.
- Mary Kay Ash – founder of Mary Kay Cosmetics, Inc., which embodied a new business model focuses on offering women the opportunity to be business owners.
- Wallace Amos – founder of “Famous Amos” cookies. “Nothing is an obstacle unless you say it is.” Now a role model, motivational speaker and volunteer for Literacy Volunteers of America, helping thousands of adults learn to read.
- Milton Hershey – founder of Hershey’s chocolate. Exemplified perseverance, ingenuity, and the ability to rebound from failure to succeed.
- Sam Walton – founder of Walmart. Innovative pricing and vendor relations strategies led to competitive advantage in the market.
- Other entrepreneurs – business owners from the local community who have started new businesses.

(3.9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:

(C) identify services commonly provided by local, state, and national governments



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 3.9A (describe the basic structure of government in the local community, state, and nation) by adding needed depth.

How does it support the Readiness Standard(s)?

In Grade 3, the foundation is laid for student understanding of the relationship between taxes and government services. This idea is crucial to understanding the role of government in the lives of people and in history as students study Texas history, United States history, world history, and become responsible citizens in society.

May be adjusted according to local curriculum.



Academic Vocabulary

- Government services



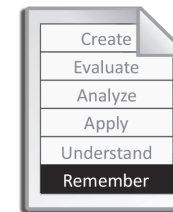
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Government includes entities that work to establish order, provide security, and manage conflict within the community, state, and nation. Major categories of government services overseen/regulated include Agriculture, Commerce, Defense, Education, Energy, Health and Human Services, Homeland Security, Housing and Urban Development, Interior, Labor, State, Transportation, Treasury, and Veterans Affairs.

Examples of government services (local, state, nation) include:

- Police
- Fire protection
- Disaster management and aid (i.e. FEMA)
- Drivers licenses
- Post office
- Court system
- Armed forces
- Public Parks
- Public Schools
- Public Libraries
- Build and maintain roads and bridges
- Sidewalks and street lights
- Public utility services (water, sewer, electricity)
- Public transportation (bus, subway, airport)

(3.9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:

(D) explain how local, state, and national government services are financed



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standards 3.9A and 3.9B.

How does it support the Readiness Standard(s)?

In combination with 3.9C, and in support of economics standards, 3.9D explicitly makes the connection between taxes and government services.

May be adjusted according to local curriculum.



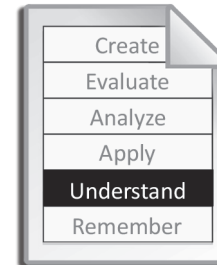
Rigor Implications

Verb

- Explain

Level of Bloom’s Taxonomy

- Understanding



Instructional Implications

Government provides a variety of services to accomplish its purpose in society: to establish order, provide security, and manage conflict. To fund these services, government collects taxes.

In Grade 3, the foundation is laid for student understanding of the relationship between taxes and government services. This idea is crucial to understanding the role of government in the lives of people and in history as students study Texas history, United States history, world history, and become responsible citizens in society.



Academic Vocabulary

- Government services

(3.10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:

(A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 3.10B (importance of the concept of “consent of the governed”) and helps scaffold content for future learning.

How does it support the Readiness Standard(s)?

It builds understanding of the fundamental beliefs upon which the nation was founded.

May be adjusted according to local curriculum.



Academic Vocabulary

- Historical document



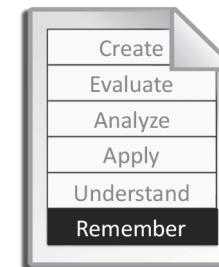
Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Purpose of the Declaration of Independence

- declare the 13 English colonies as independent from Great Britain (“That these United Colonies are, and of Right ought to be Free and Independent States; that they are Absolved from all Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do.”)
- also to state reasoning behind declaring independence and to garner support (from other nations and colonists) for the position

Purpose of the U.S. Constitution

- outline the organization (3 branches) and powers of government

Purpose of the Bill of Rights

- spell out the specific individual rights of citizens guaranteed under the Constitution

(3.11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:

(B) identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports understanding of the concept of good citizenship (3.11A) described in the Readiness Standards in Grade 1, Grade 2, and Grade 3.

How does it support the Readiness Standard(s)?

It provides specific examples of people who exemplify good citizenship

May be adjusted according to local curriculum.



Academic Vocabulary

- Exemplify
- Historical
- Complimentary
- Citizenship
- Good citizenship



Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Good citizens choose to act in ways that exemplify their belief in truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.

- Helen Keller – (historical figure, exemplified belief in justice, equality, participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting.) She dedicated her life to improving the lives of people with blindness and fair treatment of people with disabilities. Worked to gain the right to vote for women. When awarded the Presidential Medal of Freedom by President Lyndon Johnson, he described her as “An example of courage to all mankind, she has devoted her life to illuminating the dark world of the blind and the handicapped.”
- Clara Barton – (historical figure, exemplified belief in equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues) She helped Civil War soldiers by providing food, clothing, and supplies, nursing and comforting wounded soldiers, and otherwise caring for them. She fought to bring supplies and care to the battlefields, searched for missing soldiers after the war, and helped create a national cemetery. She helped establish nursing as a skilled profession and founded the American Red Cross. She championed causes such as education, prison reform, women’s suffrage, and civil rights.
- Ruby Bridges – (contemporary figure, exemplifies belief in justice, equality, respect for oneself and others, participation in government by educating oneself about the issues) As the first African American child to attend an all-white elementary school after court-ordered desegregation from *Brown v. Board of Education*, she was courageous and exemplified dignity and respect for herself in daily life. Established the Ruby Bridges Foundation that promotes the values of tolerance, respect, and appreciation of all differences, seeking to end racism and prejudice.
- Military members – (historical and contemporary figures) Army, Navy, Air Force, Marines, Coast Guard, reserve and National Guard members. They are willing to sacrifice their lives in defense of the rights set forth for all of us in the Constitution.
- First responders – (contemporary figure) all emergency personnel who are the first to respond in a crisis or natural disaster such as firefighters, police officers, and paramedics. They are willing to sacrifice their personal health and safety to protect their fellow citizens.

(3.11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:

(C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 3.11A (characteristics of good citizenship).

How does it support the Readiness Standard(s)?

It adds focus (civic responsibility) and additional perspective to consideration of citizens exemplifying characteristics of good citizenship including responsibility in daily life, and participation in government.

May be adjusted according to local curriculum.



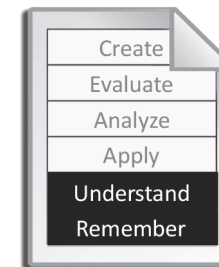
Rigor Implications

Verb

- Identify
- Explain

Level of Bloom's Taxonomy

- Remembering (identify)
- Understanding (explain)



Instructional Implications

Good citizens perform individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.

Relate this standard to the concepts of citizenship and responsibility. Use it in relation to the good citizens named in 3.11B (Helen Keller, Clara Barton, Ruby Bridges and military and first responders), examining their acts of civic responsibility. Provide opportunities for students to learn about good citizens - and see themselves as good citizens – who perform individual acts of civic responsibility.

Use primary and secondary sources including news articles, interviews with “regular” people, photographs, and biographies to help students understand and identify acts of civic responsibility. Provide opportunities for students to explain their understanding of civic responsibility, perhaps through explanation of actions shown in photographs, in student-created drawings, etc.



Academic Vocabulary

- Civic responsibility
- Jury
- Voting
- Historical figure

(3.12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:

(B) identify examples of actions individuals and groups can take to improve the community



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 3.12A (examples of community changes that result from individual or group decisions).

It also relates to TEKS 3.11 regarding good citizenship. This content can be used to build skills related to 3.19, identifying examples of decisions that have been made in the community.

How does it support the Readiness Standard(s)?

In support of 3.12A, where students give examples of community changes resulting from decisions, 3.12B has students look more closely at the changes to see the decisions behind the changes and recognize the actions individuals and groups have chosen to take to affect the community.

May be adjusted according to local curriculum.



Academic Vocabulary

- Constitutional republic
- Community
- Decision
- Individual



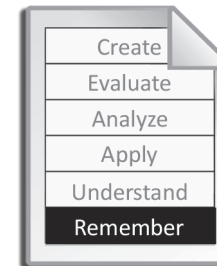
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Individuals and groups improve the community by their decisions and actions.

- Constitutional republic – a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution

Many of the decisions require voting, whether as a member of the city council or as a citizen voting in a bond election. Both of these are examples of “consent of the governed.”

Using examples from the local community and other examples of change with which students are familiar (see 3.12A), ask questions such as:

- How has the community changed? (examples: new pool or school built, bicycle lanes added, recycling regulations enacted, smoking banned in public places, housing development or shopping center built)
- Was a problem solved as a result of the change? What problem was solved as a result of the change? (example: need for transportation, communication, recreation, or education was addressed)
- Who was involved in making the decision to make the change?
- Did their decision and action improve the community?

(3.12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:

(C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 3.12A (community changes that result from individual or group decisions). It also supports development of concepts including community, responsibility, and citizenship and helps develop Social Studies Skills TEKS 3.19.

How does it support the Readiness Standard(s)?

As students learn about communities, especially the local community, they learn about how individuals and groups change communities by their actions (3.12A); civic and nonprofit organizations that work for the common good are examples of groups that change communities by their actions.

May be adjusted according to local curriculum.



Academic Vocabulary

- Common good
- Civic organization
- Nonprofit organization



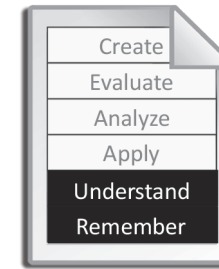
Rigor Implications

Verb

- Identify
- Explain

Level of Bloom's Taxonomy

- Remembering
- Understanding



Instructional Implications

- Nonprofit and/or civic organizations include civic leagues or organizations not organized for profit but operated exclusively for the promotion of social welfare and devoted to charitable, educational, or recreational purposes. (See IRS information regarding 501(c)(4) organizations.) They operate to serve a public or mutual benefit other than the accumulation of profits for owners or investors. Examples include Boy Scouts and Girl Scouts, Rotary International, Friends of the Library, Youth Soccer Association, NAACP, Chamber of Commerce, churches, Ford Foundation, YMCA, Red Cross
- Common good – for the advantage or benefit of all people in the society
- The Red Cross focuses its efforts to support the common good of American communities by focusing on
 - disaster relief;
 - community services that help the needy;
 - communications services and comfort for military members and their family members;
 - the collection, processing, and distribution of blood and blood products;
 - educational programs on preparedness, health, and safety;
 - international relief and development programs.

With student input, list nonprofit and civic organizations at work in the local community. Identify the purpose of the organizations and learn about how they serve the common good. Perhaps invite visitors to the classroom or interview members of some organizations. Provide opportunities for students to explain how they serve the common good. Cause-and-effect charts can be useful in accomplishing this.

(3.13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:

(A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation scaffolds content for future learning by supporting development of many social studies concepts including chronology (3.3B), location (3.5), human characteristics of place (3.4E), and culture.

How does it support the Readiness Standard(s)?

It supports development of social studies concepts by providing opportunities to relate content to concepts including chronology (3.3B by creating a timeline of celebrations in the local community), location (3.5 by investigating the location of celebrations in the community), human characteristics of place (3.4E) and culture.

May be adjusted according to local curriculum.



Academic Vocabulary

- Celebration
- Culture
- Significance
- Community
- Human characteristics of place



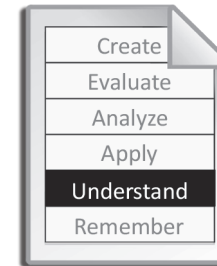
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Cultural celebrations are important to communities.

Use content related to this student expectation to develop student understanding of social studies concepts including chronology (3.3B by creating a timeline of celebrations in the local community), location (3.5 by investigating the location of celebrations in the community), human characteristics of place (3.4E by considering cultural influences in the local community and other communities), and culture.

Use maps and globes, timelines, and primary and secondary source documents such as photographs and artwork (3.15) to investigate ethnic and/or cultural celebrations in the local community and other communities.

(3.13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:

(B) compare ethnic and/or cultural celebrations in the local community with other communities



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This student expectation scaffolds content and contributes to building social studies skills requiring analysis of information (3.5, 3.17).

It extends learning about customs and traditions in home, family, and community studied in Readiness Standards K.12A, 1.15A, and 2.16A.

How does it support the Readiness Standard(s)?

It expands learning related to student expectation 3.13A (and K.12A, 1.15A, and 2.16A) by requiring higher level of thinking about the content investigated in 3.13A (celebrations in the local community and other communities) to compare, an analysis level skill.

It relates to the central content of the Grade 3 course, which is building understanding of the local community.

May be adjusted according to local curriculum.



Academic Vocabulary

- Compare
- Celebration
- Culture
- Community
- Human characteristics of place



Rigor Implications

Verb

- Compare

Level of Bloom's Taxonomy

- Analyzing



Instructional Implications

A community's celebrations reflect the culture of the community.

Choose communities to compare in regard to cultural celebrations. Perhaps use communities near the local community, from other regions, with interesting cultural celebrations, or those related to or familiar to students (for example, Juan's grandmother lives in Monterey, Mexico; Vish's lives in Delhi, India; and Xian's lives in China). To build a deeper understanding of the local community, use content and skills learned in 3.5 (map elements) to compare locations, in 3.4E to compare human characteristics of regions, and in 3.12A to recognize how the community's individuals and groups change the community. (In earlier grades (i.e., TEKS 1.15A), student connected the community with the components of its culture; build on that understanding.)

(3.14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:

(A) identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John “Danny” Olivas, and other contemporary heroes



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 3.14B.

How does it support the Readiness Standard(s)?

It provides specific examples of individuals who performed heroic deeds that should be included in Grade 3 study.

May be adjusted according to local curriculum.



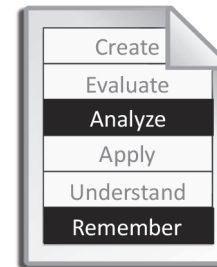
Rigor Implications

Verb

- Identify
- Compare

Level of Bloom’s Taxonomy

- Remembering
- Analyzing



Instructional Implications

- Hero – a person who is admired for courage, brave deeds, or noble qualities
 - Hector P. Garcia – medical doctor and surgeon who was a descendant of Spanish land grantees, WW II veteran, civil rights leader, founder of the American G.I. Forum, and recipient of the Bronze Medal and the Presidential Medal of Freedom. Fought racial and ethnic discrimination in many instances, including support for educational integration and leading efforts to have Mexican-American WWII hero Felix Longoria buried in Arlington National Cemetery. The third Wednesday of September is “Dr. Hector P. Garcia Day” in Texas.
 - James A Lovell – astronaut, exhibited heroism as a crew member on Apollo 8, the first manned ship to leave Earth’s gravitational influence; as the Commander of Apollo 13, whose mission to land on the moon was aborted after an explosion on the spacecraft, and who safely returned the team to Earth; first person to travel to the moon twice
 - Harriet Tubman – born a slave, escaped to freedom, and led slaves to freedom on the Underground Railroad, risking her life to help others.
 - Juliette Gordon Low – conquered obstacles in her life (captivity, deafness, abandonment, disappointment) to follow her convictions and support causes in which she believed, including teaching children to be leaders, which led to her founding the Girl Scouts
 - Todd Beamer – passenger aboard United Flight 93 on 9/11 (2001), credited with thwarting terrorist attempts to crash the plane into a national landmark, he led passengers to fight with terrorists to take control of the plane; it crashed instead in a remote area of Pennsylvania. Coined the phrase “Let’s roll”; died when the plane crashed.
 - Ellen Ochoa – astronaut, first Hispanic female astronaut to enter space. Holds a doctorate in electrical engineering and three patents for optical engineering systems. Role model for girls in engineering and robotics. Currently Deputy Director of the Johnson Space Center.
 - John ‘Danny’ Olivas – space shuttle astronaut from El Paso. Holds a doctorate in mechanical engineering from Rice University, and six patents. Used his ingenuity to make repairs to the space shuttle during a space-walk.
 - Other contemporary heroes – local veterans, first responders, community volunteers, and others who act heroically in the community

Provide opportunities for students to identify and learn about heroic deeds of people, including those individuals specifically named in the student expectation. Provide opportunities for students to use the information they gain to build conceptual understanding, perhaps demonstrating that conceptual understanding by creating a Frayer model or other graphic organizer.

Once heroic deeds have been identified (perhaps by listing), they can be compared (perhaps by categorizing into brave deeds, noble qualities, etc.).



Academic Vocabulary

- Hero
- Heroic deed

(3.15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:

(A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard helps scaffold content to deepen understanding of concepts related to community and individual contributions to community. It provides examples to use in relation to Readiness Standards 3.1A, 3.4E, 3.11A, and 3.12A.

How does it support the Readiness Standard(s)?

Writers and artists produce works that reflect their cultural heritage and their community. This standard provides examples to use in relation to concepts found in Readiness Standards 3.1A and 3.4E, as well as content and concepts specifically related to content of the works of art in other student expectations.

May be adjusted according to local curriculum.



Academic Vocabulary

- Cultural heritage
- Contribution



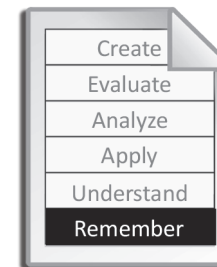
Rigor Implications

Verb

- Identify

Level of Bloom's Taxonomy

- Remembering



Instructional Implications

Artists often reflect their cultural heritage in their works of art.

- Kadir Nelson – African-American artist, illustrator, author, and Caldecott Award winner whose works highlight African-American culture and history.
- Tomie dePaola – American author and illustrator, born in Connecticut of Irish and Italian heritage whose works are often autobiographical, based on his early experiences; other reflect Irish and Italian folk stories and characters.
- Phillis Wheatley – 18th century African-American slave of the Wheatley family and poet who was taught to read and write, which was uncommon for women and especially for slaves. First African-American woman to publish a book (1773); her first poem was published when she was 12. She also corresponded with George Washington
- Other artists from the local community and other communities whose works reflect cultural heritage

Use works of art (stories, poems, statues, and paintings) to support and illustrate social studies concepts such as culture, beliefs, values, and celebrations, as well as concepts specifically related to the content of works of art (for example, Kadir Nelson's book *Henry's Freedom Box* relates a story of the Underground Railroad and could be used to support study of Harriet Tubman in 3.14A ; Tomie dePaolo's book *Can't You Make them Behave, King George?* could be used to support study of the Declaration of Independence in 3.10A).

(3.15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:

(B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard helps scaffold content to deepen understanding of concepts related to community and individual contributions to community. It provides examples to use in relation to Readiness Standards 3.1A, 3.4E, 3.11A, 3.12A,

How does it support the Readiness Standard(s)?

Writers and artists produce works that reflect their cultural heritage and their community. This student expectation provides examples to use in relation to concepts found in Readiness Standards 3.1A and 3.4E, as well as content and concepts specifically related to content of the works of art in other student expectations.

May be adjusted according to local curriculum.



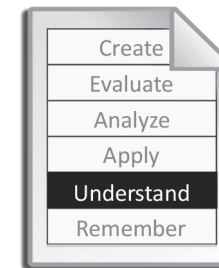
Rigor Implications

Verb

- Explain

Level of Bloom's Taxonomy

- Understanding



Instructional Implications

Artists and their works of art contribute to the cultural heritage of communities.

- Carmen Lomas Garza – Mexican-American artist from Kingsville, Texas, whose works of art reflect the everyday events in lives of Mexican- Americans
- Laura Ingalls Wilder – American author of the Little House series of books reflecting Wilder's experiences living on the prairie as a child
- Bill Martin, Jr. – American author whose works utilize repetition, rhythm, and rhyme to interest children and help them remember new words

Use the works of writers and artists to support and illustrate social studies concepts such as culture, beliefs, values, and celebrations, as well as concepts specifically related to the content of the works.



Academic Vocabulary

- Cultural heritage
- Community

(3.16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:

(A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur



Supporting the Readiness Standards

What Readiness Standard(s) or concepts from the Readiness Standards does it support?

This standard supports Readiness Standard 3.16B (identify the impact of scientific breakthroughs and new technology on communities) by providing specific scientists and inventors to be included in study of breakthroughs and new technology related to computers, pasteurization, and medical vaccines.

It also supports Readiness Standards 3.12A (examples of community changes that result from individual or group decisions) and 3.1A (individuals, events, and ideas that have changed communities, past and present) as well as Supporting Standard 3.12B (examples of actions individuals and groups can take to improve the community).

How does it support the Readiness Standard(s)?

It provides specific scientists and inventors to be included in study of breakthroughs and new technology related to computers, pasteurization, and medical vaccines.

May be adjusted according to local curriculum.



Academic Vocabulary

- Scientist
- Invent/inventor
- Discover
- Create
- Breakthrough
- Technology



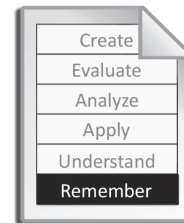
Rigor Implications

Verb

- Identify

Level of Bloom’s Taxonomy

- Remembering



Instructional Implications

Scientific breakthroughs and new technology affects life in communities.

Provide students with opportunities to learn about scientists and inventors whose discoveries and inventions have affected life in communities. Use timelines, before-and-after organizers, or cause-and-effect organizers to help students understand the effects of the discoveries and inventions on society.

- Jonas Salk – American microbiologist who developed the vaccine to prevent polio. Trial inoculations using his “killed-virus vaccine” began in 1954, and by the end of 1955 cases of polio were reduced by 96 percent. In 1977, Salk was awarded the Presidential Medal of Freedom by President Carter, who said, “Because of his tireless work, untold hundreds of thousands who might have been crippled are sound in body today.” Salk founded the Salk Institute for Biological Studies and continued to research diseases including multiple sclerosis and HIV/AIDS.
- Maria Mitchell – American astronomer who, in 1847, discovered Miss Mitchell’s Comet (C/1847 T1). Became professor of astronomy at Vassar College and was an influential woman in the field of science. The moon crater Mitchell is named after her.
- Cyrus McCormick – Inventor of the mechanical reaper, patented in 1834, which allowed farmers to plant more wheat because the mechanical reaper harvested wheat faster than reapers pulled by horses. This breakthrough revolutionized grain cultivation and allowed farmers to increase their harvests of wheat, thus increasing the supply of wheat to new markets to feed people around the world as wheat cultivation spread across the plains of the United States and Canada in the 1880s. (Tie also to economics TEKS and concepts)
- Bill Gates – created an operating system that revolutionized the computer industry by making computability more accessible and introducing the personal computer to the masses. Founded the Microsoft Corporation. (Also tie to entrepreneurship.)
- Louis Pasteur – French chemist whose discovery of a process of heating food and holding it at a temperature during processing (pasteurization) has allowed for safe food storage and handling. He proved that the growth of bacteria resulted from germs in the air and not spontaneous generation. He also invented a vaccine to counter the effects of rabies and directed the Pasteur Institute, dedicated to rabies research, until his death.