

Grade 3 Curriculum Guide (2015-16)

Benchmark	Concepts	Skills	Essential Question(s)	Learning Targets ("I can..." statements)
<p>3.1.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need. <i>For example:</i> Ways to make a difference— pick up trash in park, vote, help make class decisions, write a letter, make phone calls, create an advertisement or web page, attend a meeting.</p>	<p>civic engagement</p> <p>individuals and groups</p> <p>community</p> <p>state</p> <p>nation</p> <p>world</p>	<p>making a difference</p> <p>voting</p> <p>communicating by writing or speaking</p>	<p>How can I make a difference in my community?</p>	<p>I can show how people working together, or alone, can solve problems in their communities.</p>
<p>3.1.2.3.1 Explain the importance of civic discourse (including speaking, listening, voting and respecting diverse viewpoints) and the principles of majority rule and minority rights. <i>For example:</i> Majority rule and minority rights can be demonstrated through a class vote on a class snack when two students have peanut allergies.</p>	<p>civic discourse</p> <p>cooperation</p> <p>individual rights</p> <p>majority rule</p> <p>minority rights</p>	<p>speaking</p> <p>listening</p> <p>voting</p> <p>respecting other viewpoints</p>	<p>How can I participate in my community?</p> <p>Why is it important to meet the rights of all community members?</p>	<p>I can explain why it is important to participate by speaking, listening, voting and respecting diverse viewpoints.</p> <p>I can explain why the rights of all groups, including majority rule and minority rights, are important.</p>
<p>3.1.4.6.1 Describe the importance of the services provided by</p>	<p>government</p> <p>services</p>	<p>describing services provided by</p>	<p>How does our government serve community members?</p>	<p>I can explain how taxes and fees pay for government services I need and use.</p>

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<p>government; explain that they are funded through taxes and fees. <i>For example:</i> Services— schools, parks, garbage and recycling (pick-up), street lighting, police protection, roads (plowing, maintenance), interstate waterway navigation, postal service.</p>	<p>taxes</p> <p>funding</p>	<p>the government</p> <p>explaining how government is funded</p>		
<p>3.1.4.6.2 Identify the three branches of government (executive, legislative, and judicial) and their primary functions. <i>For example:</i> Primary functions— legislative branch makes laws, executive branch carries out laws, judicial branch decides if laws are broken.</p>	<p>government</p> <p>laws</p>	<p>identifying the three branches of government and their roles</p>	<p>How is our government organized?</p>	<p>I can name the three branches of government and their roles.</p>
<p>3.2.1.1.1 Identify possible short- and long- term consequences (costs and benefits) of different choices. <i>For example:</i> Choices might relate to personal spending or government spending.</p>	<p>choice</p> <p>consequences</p> <p>costs</p> <p>benefits</p>	<p>identifying consequences</p>	<p>How do my choices affect me now and in the future?</p>	<p>I can tell ways my choice will affect me now and in the future.</p>

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<p>3.2.2.2.1 Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services. <i>For example:</i> Income—a student being paid a \$4 allowance for doing chores, a student’s parent being paid money for working at his or her job. Expenditures—a student spending \$3 for a sandwich, a student’s parent spending \$20 for gasoline.</p>	<p>income money resources expenditures goods services</p>	<p>describing defining cause and effect</p>	<p>What is income and how is it used?</p>	<p>I can explain how people earn income and how they use it to buy goods and services.</p>
<p>3.2.4.5.1 Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service. <i>For example:</i> Contemporary examples—Producing bread requires wheat (natural resource), an oven (capital resource), a baker (human resource); producing a haircut requires water (natural resource), scissors or clippers (capital resource), a barber</p>	<p>production goods services resources scarcity natural resources capital resources human resources</p>	<p>describing resources explaining why production is limited cause and effect</p>	<p>How are resources used to produce a good or service? How does scarcity affect producers and consumers?</p>	<p>I can explain that resources are needed to make things or do things for others. I can describe the types of resources used to produce a good and service. I can explain that it is impossible to make an unlimited number of goods.</p>

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<p>(human resource). Historical examples —Building a pyramid requires bricks made from mud and straw (natural resources), carts (capital resources), and workers (human resources); making a dugout canoe requires trees (natural resource), an axe (capital resource), and skilled workers (human resource).</p>				<p>I can explain that it is necessary to limit services.</p>
<p>3.2.4.5.2 Explain that consumers have two roles—as sellers of resources and buyers of goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources</p> <p><i>.For example:</i> Consumers—parents work (sell their human resource services) so they can buy food, gasoline, electricity. Producers—a business sells refrigerators and pays for the resources (raw materials, workers, and machines) required to produce the refrigerators.</p>	<p>consumer producer goods services human resource natural resource capital resource</p>	<p>explaining roles of producers and consumers</p> <p>point of view</p>	<p>How can consumers and producers be both sellers and buyers?</p>	<p>I can explain that consumers buy goods and services.</p> <p>I can explain that consumers sell resources to earn money to buy things.</p> <p>I can explain that producers sell goods and services.</p> <p>I can explain that producers buy resources to make things.</p>

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<p>3.3.1.1.1 Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one's community, the state of Minnesota, the United States or the world. <i>For example:</i> Relative location words—close to, above, bordering. Description using relative location words—"Our school is across from the post office." Description using cardinal directions—"Mexico is south of the United States." Description using intermediate directions—"Hawaii is southwest of the continental United States."</p>	<p>location</p> <p>relative location</p> <p>directions</p> <p>cardinal directions (N,S,E,W)</p> <p>intermediate directions (NW, NE, SW, SE)</p>	<p>using directional vocabulary to describe location</p> <p>using maps to describe where a student is located in comparison to other locations (buildings, cities, states, countries, bodies of water)</p>	<p>How can maps help me tell where things are located?</p>	<p>I can use maps to describe where places are located.</p> <p>I can use directions to describe where things are located.</p>
<p>3.3.1.1.2 Create and interpret simple maps of places around the world, local to global; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information. <i>For example:</i> Global places—country, continent, ocean. "TODALS" map basics—title, orientation, date, author, legend</p>	<p>location</p> <p>place</p> <p>orientation</p> <p>boundary</p>	<p>creating and interpreting maps</p> <p>Understand and use TODALS: Title Orientation Date</p>	<p>Why is it important to include TODALS on maps?</p> <p>How are things and places represented on maps?</p>	<p>I can create maps that have the basic parts called TODALS.</p> <p>I can explain information on maps of places in my community and around the world.</p>

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(key), and scale. Local places—city, village. Spatial information—cities, roads, boundaries, bodies of water, regions.		Author Legend Scale		
3.3.3.6.1 Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world. <i>For example:</i> Mountainous and arid places tend to have less population than coastal places.	landforms patterns population distribution	identifying landforms and patterns explaining uneven population distribution	How does geography affect where people live? What does human population distribution look like?	I can identify patterns in where people live. I can explain why people live in some places and not in others.
3.3.3.8.1 Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries. <i>For example:</i> Physical features—mountains, rivers, bodies of water. Human-made features—fences, hedges, political boundaries.	boundary physical feature human feature	identifying physical and human features used as boundaries giving examples of when boundaries are used	How do people establish boundaries? Why do people set up boundaries? When is it OK to make a boundary?	I can identify landforms and bodies of water that act as boundaries. I can identify human-made things that act as boundaries. I can explain why people use boundaries.

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3.4.1.1.1 Reference different time periods using correct terminology, including the terms decade, century and millennium.	time decade century millennium	referencing time periods	Why do we measure time? Why do historians categorize time into periods in different ways?	I can refer to different periods in time (using the terms decade, century, and millennium).
3.4.1.1.2 Create timelines of important events in three different time scales—decades, centuries and millennia.	time scale	creating a timeline - lines with arrows, intervals appropriate to time scale	What tools do we use to measure time? Why and how do historians use timelines?	I can create timelines using decades, centuries, and millennia.
3.4.1.2.1 Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent. <i>For example:</i> Historical records—photos, oral histories, diaries or journals, textbooks, library books. Artifacts—art, pottery, baskets, jewelry, tools. Basic historical questions—What happened? When did it happen? Who was involved? How and why did it happen? How do we know	historical record artifact time ancient	examining items and answering questions inquiry process	What can I learn from historical records, maps, and artifacts?	I can examine historical items (records, maps, and artifacts) to answer questions about history.

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what happened? What effect did it have?				
3.4.1.2.2 Compare and contrast two different accounts of an event. <i>For example:</i> Event—a playground conflict, current event, historic event.	account current and/or historical events	comparing and contrasting different accounts	Why are there different versions of an event?	I can compare and contrast two different versions of an event.
3.4.1.2.3 Compare and contrast various ways that different cultures have expressed concepts of time and space. <i>For example:</i> Calendar systems—Sun dial, Chinese, Hindu, Mayan or Aztec, Hebrew and Islamic calendars, Dakota or Anishinaabe seasonal cycles. Visual representations of location and spatial information—Chinese "Jingban Tianwen Quantu" map, Ptolemaic maps, Islamic maps by Muhammad al-Idrisi, Polynesian stick and reed maps.	culture time space	comparing and contrasting cultural differences	How did ancient cultures record time? How did cultures create and use maps?	I can compare and contrast ways cultures recorded time. I can compare and contrast how different groups have represented location.
3.4.2.3.1 Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.	invention positive	List inventions that have changed life at the time	How do inventions change lives?	I can explain how an invention of the past positively changed life during that time period.

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<p><i>For example:</i> Inventions—Roman aqueducts, Chinese compass, cuneiform.</p>	<p>negative unintended outcomes</p>	<p>Explain the effect of the invention on life at the time</p>		<p>I can explain how an invention of the past negatively changed life during that time period.</p> <p>I can explain how an invention of the past had unintended outcomes - unexpected things happened.</p>
<p>3.4.2.5.1 Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them. <i>For example:</i> Individuals—Alexander the Great, Cleopatra, Chinggis Khan, Kemal Ataturk, Mohandas Gandhi, Nelson Mandela, Vang Pao, Muhammad Yunus, Aung San Suu Kyi. Groups might include ethnic or cultural groups, religious groups, political groups.</p>	<p>impact actions</p>	<p>identifying a person or group who impacted history</p> <p>explaining how actions shaped the world</p>	<p>In what ways have individuals or groups changed the world?</p> <p>How do groups of people work together to make the world a better place?</p>	<p>I can identify and explain how individuals or groups have shaped history.</p>
<p>3.4.3.7.1 Explain how the environment influenced the settlement of ancient peoples in three different regions of the</p>	<p>Human Environment Interaction</p>	<p>Explaining environmental influences on settlement</p>	<p>How did the environment play a role in where ancient people settled?</p>	<p>I can explain how the environment affected where people settled during ancient times.</p>

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<p>world. (Early Civilizations and the Emergence of Pastoral Peoples: 8000 BCE-2000 BCE) <i>For example:</i> Civilizations from the Mediterranean region—Nile River Valley. Civilizations from Asia—Sumer (Iraq), Indus Valley, Yellow River Valley. Civilizations from the Americas—Norte Chico/Supe Valley (Peru).</p>	<p>Ancient times Regions Civilizations Settlement BCE</p>	<p>causation</p>		
<p>3.4.3.8.1 Identify methods of communication used by peoples living in ancient times in three different regions of the world. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE- 600 CE) <i>For example:</i> Methods of communication—signal fires on the Great Wall of China, Peruvian Quipu, hieroglyphics. Other regions of the world might include Syria (city of Urkesh), northeastern Africa (Kingdom of Kush), Turkey (Assyrian Empire).</p>	<p>communication Ancient times Regions BCE CE</p>	<p>identifying methods of communication</p>	<p>What did communication look like during ancient times?</p>	<p>I can identify different ways people communicated during ancient times.</p>
<p>3.4.3.9.1 Compare and contrast daily life for people living in ancient times in at least three different regions of the world.</p>	<p>Daily life Ancient times</p>	<p>comparing and contrasting daily life</p>	<p>How does location, culture, and time affect daily life of ancient people?</p>	<p>I can compare and contrast daily life during ancient times.</p>

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<p>(Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600 CE – 1450 CE) <i>For example:</i> Civilizations from the Mediterranean region—Byzantine and Muslim World, Medieval Europe. Civilizations from Asia—Mauryan Empire from India; Han or Qin from China. Civilizations from the Americas—Inca, Aztec. Civilizations from Africa—Aksum, Great Zimbabwe.</p>	<p>Regions CE</p>			

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