

Standards for Grade 3

CONTINUITY AND CHANGE

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants and the impact they have had in forming the character of our contemporary society.

Teaching Timeline for the Standards/Benchmarks in your Curriculum

- Indicate when the respective benchmarks will be taught:

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Trimester 1	Trimester 2	Trimester 3	

Integration of Standards/Benchmarks with the Social Teachings of the Church

- Indicate with which theme you will integrate the teaching of the respective benchmarks:

1: Human Dignity	4: Dignity and Work Rights of Workers
2: Human Rights	5: Option for the Poor
3: Call to Family and Community	6: Global Solidarity
	7: Care for God's Creation

Integration of Standards/Benchmarks with other Subject Matter

- Indicate with which other curricular subjects you will integrate the teaching of the respective benchmarks:

L.A.: language arts	M: mathematics	SC: science
FA: fine arts	T: technology	O: other

Available Resources

- Indicate to what degree your teacher resources and/or the student textbook are adequate to help students become proficient for the respective benchmarks:

#A: Adequate #PA: Partially adequate #NA: Not Adequate

Assessment – Degree of Emphasis

- Indicate to what degree the you have included the respective benchmarks in your teaching:

0: Not taught M: Minimal Emphasis B: Basic Emphasis S: Strong Emphasis

Assessment – Degree of Mastery

- Indicate to what degree students have mastered the benchmark:

1: Only a *few* of the students are proficient 2: About *half* of the students are proficient 3: *Most* of the students are proficient

Grade 3 - Standard 1

3.1. Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places and environments in a spatial context by:

Legend

T: Timeline: Q=quarter Tr=trimester

I: Integration: Social Teachings of the Church (ST) #1 #2 #3 #4 #5 #6 #7

I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
3.1.1 identifying geographical features found in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
3.1.2 tracing the ways in which people have used the resources of the local region and modified the physical environment particularly those with tribal constitutions and their relationship to federal and state governments. (e.g., a dam constructed upstream changed a river or coastline)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 3 - Standard 2

3.2. Students describe the American Indian nations in their local region long ago and in the recent past, in terms of:

Legend

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I: Integration: Subjects (OS) - LA=language arts M=math SC=science T=tech FA=fine arts O=other

R: Resources: A=adequate PA=partially adequate NA=not adequate

A: Degree of teaching emphasis 0: not taught M=minimal emphasis B=basic S=strong

A: Degree of mastery 1= few students are proficient 2: ±half proficient 3: most proficient

Benchmarks	T		I			R	A	
	Q1	Tr1	ST	ST	OS	A	0	1
3.2.1 the national identities, religious beliefs, customs, and various folklore traditions	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
3.2.2 how physical geography including climate influenced the way the local Indian nation(s) adapted to their natural environment (e.g., how they obtained their food, clothing, tools)	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
3.2.3 the economy and the systems of government, particularly of those with tribal constitutions, and their relationship to federal and state governments	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
3.2.4 the interaction of new settlers with the already established Indians of the region	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				

Grade 3 - Standard 3

3.3. Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:

Legend

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Benchmarks	T		I			R	A	
3.3.1 the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, the cultural and religious traditions and contributions of different groups	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
3.3.2 the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
3.3.3 why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

Grade 3 - Standard 4

3.4. Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government, in terms of:

Legend

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Benchmarks	T		I			R	A	
3.4.1 why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; the consequences for violating rules and laws	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
3.4.2 the importance of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
3.4.3 the stories behind important local and national landmarks, symbols and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statute of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
3.4.4 the three branches of government (with an emphasis on local government)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
3.4.5 how California, the other states, and sovereign tribes combine to make the nation and participate in the federal system	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			

3.4.6 the lives of American heroes who took risks to secure freedoms (e.g., biographies of Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Anne Hutchinson, Martin Luther King, Jr.)	Q1	Tr1	<u>ST</u>	<u>ST</u>	<u>OS</u>	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5 7	6	SC T FA O		S	

Grade 3 - Standard 5

3.5. Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region, in terms of:

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Benchmarks	T		I			R	A	
	Q1	Tr1	ST	ST	OS	A	0	1
3.5.1 how local producers have used natural resources, human resources and capital resources to produce goods and services in the past and the present	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
			7		T FA O			
3.5.2 how some things are made locally, some elsewhere in the U.S., and some abroad	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
3.5.3 how individual economic choices involve tradeoffs and the evaluation of benefits and costs	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				
3.5.4 how pupils' "work" in school develops their personal human capital	Q1	Tr1	ST	ST	OS	A	0	1
	Q2	Tr2	1	2	LA	PA	M	2
	Q3	Tr3	3	4	M	NA	B	3
	Q4		5	6	SC		S	
		7		T FA O				

<p style="text-align: center;">Historical and Social Sciences Analysis Skills Grades K-5</p>

PLEASE NOTE

The intellectual skills noted below are to be learned through and applied to the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.

In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:

Chronological and Spatial Thinking

1. students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context; they interpret timelines
2. students apply terms related to time correctly, including past, present, future, decade, century, and generation
3. students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same
4. students use map and globe skills to determine the absolute locations of places and interpret information available through the map's legend, scale, and symbolic representations
5. students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time

Research, Evidence and Point of View

1. students differentiate between primary and secondary sources
2. students pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art and architecture
3. students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events

Historical Interpretation

- 1: students summarize the key events of the era they are studying and explain their historical contexts
- 2: students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places
- 3: students identify and interpret the multiple causes and effects of historical events
- 4: students conduct cost/benefit analyses of historical and current events