

MINNESOTA ACADEMIC STANDARDS GRADE 3

Revised 11/08

LANGUAGE ARTS

<p>Strand: READING & LITERATURE</p>	<p>Sub-Strand: A. Word Recognition, Analysis, and Fluency</p>	<p>Standard: The student will apply word recognition strategies to decode unfamiliar multi-syllabic words and will read grade-appropriate text with accuracy and fluency.</p>	<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Read unfamiliar complex and multi-syllabic words using advanced phonetic and structural analysis. 2. Read aloud narrative and expository text with fluency, accuracy, and appropriate pacing, intonation and expression. 3. Notice when reading breaks down, reread and use phonetic and other strategies to self-correct.
<p>Strand: READING & LITERATURE</p>	<p>Sub-Strand: B. Vocabulary Expansion</p>	<p>Standard: The student will use a variety of strategies to expand reading, listening and speaking vocabularies.</p>	<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Acquire, understand and use new vocabulary through explicit instruction and independent reading. 2. Identify and correctly use antonyms, synonyms, homonyms and multiple-meaning words. 3. Use context and word structure to determine the meaning of unfamiliar words. 4. Use knowledge of prefixes and suffixes to determine the meaning of unknown words. 5. Use dictionaries and glossaries to understand the meaning of new words.
<p>Strand: READING & LITERATURE</p>	<p>Sub-Strand: C. Comprehension</p>	<p>Standard: The student will understand the meaning of texts using a variety of comprehension strategies and will demonstrate literal, interpretive and evaluative comprehension.</p>	<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Read aloud grade-appropriate text (that has not been previewed) with accuracy and comprehension. 2. Recall and use prior learning and preview text, using title, headings and illustrations, to prepare for reading. 3. Generate and answer literal, inferential, interpretive and evaluative questions to demonstrate understanding about what is read. 4. Retell, restate or summarize information orally, in writing, and through graphic organizers. 5. Infer and identify main idea and determine relevant details in non-fiction text. 6. Monitor comprehension and use strategies to self-correct when needed. 7. Follow three-step written directions.

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<p>Strand: READING & LITERATURE</p>	<p>Sub-Strand: D. Literature</p>	<p>Standard: The student will actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction, poetic and nonfiction texts.</p>	<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Read from and listen to American literature, as well as literature from other countries. 2. Identify, describe and respond to literary elements of characterization, plot, setting and theme. 3. Identify and describe patterns of sounds such as rhyme and rhythm in poetry. 4. Compare and contrast similar works by different authors in the same genre or the same theme. 5. Compare and contrast two works by the same author. 6. Identify and determine the meanings of similes and metaphors. 7. Critically read, and examine text to determine author's purpose. 8. Respond to literature using ideas and details from the text to support reactions and make literary connections. 9. Read from and respond to a variety of fiction, poetic and nonfiction texts of increasing complexity for personal enjoyment.
<p>Strand: WRITING</p>	<p>Sub-Strand: A. Types of Writing</p>	<p>Standard: The student will compose various pieces of writing.</p>	<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Write in a variety of modes to express meaning, including: <ol style="list-style-type: none"> a. descriptive b. narrative c. informative d. friendly letter e. poetic
<p>Strand: WRITING</p>	<p>Sub-Strand: B. Elements of Composition</p>	<p>Standard: The student will engage in a writing process, with attention to organization, focus and quality of ideas.</p>	<p>Benchmarks:</p> <ol style="list-style-type: none"> 1. Write a paragraph that includes: <ol style="list-style-type: none"> a. an indented or block style of paragraph b. a topic sentence c. 3-5 supporting sentences d. a concluding sentence. 2. Use composing processes, including: <ol style="list-style-type: none"> a. prewriting - planning strategies such as brainstorming, journaling, sketching, listing, outlining and determining audience, purpose and focus

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			<p>b. drafting – organizing, supporting and putting ideas into sentences and paragraphs</p> <p>c. revising – improving the quality of content, organization, sentence structure and word choice</p> <p>d. editing – correcting errors in spelling and grammar</p> <p>e. publishing – producing a document and sharing the writing with the audience.</p> <p>3. Use verbalization (discussions, interviews, brainstorming) to prepare for writing.</p>
Strand: WRITING	Sub-Strand: C. Spelling, Grammar, & Usage	Standard: The student will apply standard English conventions when writing.	Benchmarks: <ol style="list-style-type: none"> 1. Compose complete sentences when writing. 2. Recognize and correct spelling errors when writing. 3. Spell correctly one-syllable and two-syllable words that have blends, contractions and compounds. 4. Spell common homophones correctly. 5. Apply grammar conventions correctly in writing, including: <ol style="list-style-type: none"> a. nouns, b. verbs, c. adjectives, d. pronouns. 6. Apply punctuation conventions correctly in writing, including: <ol style="list-style-type: none"> a. periods, question marks, exclamation points a. capitalization of proper nouns b. abbreviations a. sentence beginnings b. commas in a series.
Strand: WRITING	Sub-Strand: D. Research	Benchmark: The student will locate and use information in reference materials.	Benchmarks: <ol style="list-style-type: none"> 1. Use grade-level appropriate reference materials to obtain information from dictionaries, glossaries, encyclopedias, and the Internet. 2. Arrange words in alphabetical order.

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Strand: WRITING	Sub-Strand: E. Handwriting & Word Processing	Standard: The student will write legibly.	Benchmark: <ol style="list-style-type: none"> 1. Write legibly, allowing margins and correct spacing between letters in a word and words in a sentence. 2. Begin to make the transition to cursive. 3. Begin acquiring keyboarding skills.
Strand: SPEAKING, LISTENING & VIEWING	Sub-Strand: A. Speaking & Listening	Standard: The student will demonstrate understanding and communicate effectively through listening and speaking.	Benchmark: <ol style="list-style-type: none"> 1. Participate in and follow agreed-upon rules for conversation and formal discussions in large and small groups. 2. Demonstrate active listening and comprehension. 3. Follow multi-step oral directions. 4. Give oral presentations to different audiences for different purposes. 5. Organize and express ideas sequentially or according to major points. 6. Perform expressive oral readings of prose, poetry or drama.
Strand: SPEAKING, LISTENING & VIEWING	Sub-Strand: B. Viewing	Standard: <i>At this level there is no standard in Viewing. The sub-strand changes to Media Literacy.</i>	Benchmark:

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MATH

Grade	Strand	Standard	No.	Benchmarks
3	Number & Operation	Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.	3.1.1.1	Read, write and represent whole numbers up to 100,000. Representations may include numerals, expressions with operations, words, pictures, number lines, and manipulatives such as bundles of sticks and base 10 blocks.
			3.1.1.2	Use place value to describe whole numbers between 1000 and 100,000 in terms of ten thousands, thousands, hundreds, tens and ones. <i>For example:</i> Writing 54,873 is a shorter way of writing the following sums: $5 \text{ ten thousands} + 4 \text{ thousands} + 8 \text{ hundreds} + 7 \text{ tens} + 3 \text{ ones}$ $54 \text{ thousands} + 8 \text{ hundreds} + 7 \text{ tens} + 3 \text{ ones.}$
			3.1.1.3	Find 10,000 more or 10,000 less than a given five-digit number. Find 1000 more or 1000 less than a given four- or five-digit. Find 100 more or 100 less than a given four- or five-digit number.
3	Number & Operation	Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.	3.1.1.4	Round numbers to the nearest 10,000, 1000, 100 and 10. Round up and round down to estimate sums and differences. <i>For example:</i> 8726 rounded to the nearest 1000 is 9000, rounded to the nearest 100 is 8700, and rounded to the nearest 10 is 8730. <i>Another example:</i> $473 - 291$ is between $400 - 300$ and $500 - 200$, or between 100 and 300.
			3.1.1.5	Compare and order whole numbers up to 100,000.
			3.1.2.1	Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.
		3.1.2.2	Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results. <i>For example:</i> The calculation $117 - 83 = 34$ can be checked by adding 83 and 34.	
			3.1.2.3	Represent multiplication facts by using a variety of approaches, such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line and skip counting. Represent division facts by using a variety of approaches, such as repeated subtraction, equal sharing and forming equal groups. Recognize the relationship between multiplication and division.

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			3.1.2.4	Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems. <i>For example:</i> You have 27 people and 9 tables. If each table seats the same number of people, how many people will you put at each table? <i>Another example:</i> If you have 27 people and tables that will hold 9 people, how many tables will you need?
			3.1.2.5	Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by a one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties. <i>For example:</i> $9 \times 26 = 9 \times (20 + 6) = 9 \times 20 + 9 \times 6 = 180 + 54 = 234$.
3	Number & Operation	Understand meanings and uses of fractions in real-world and mathematical situations.	3.1.3.1	Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line. <i>For example:</i> Parts of a shape ($\frac{3}{4}$ of a pie), parts of a set (3 out of 4 people), and measurements ($\frac{3}{4}$ of an inch).
			3.1.3.2	Understand that the size of a fractional part is relative to the size of the whole. <i>For example:</i> One-half of a small pizza is smaller than one-half of a large pizza, but both represent one-half.
			3.1.3.3	Order and compare unit fractions and fractions with like denominators by using models and an understanding of the concept of numerator and denominator.
Algebra	Use single-operation input-output rules to represent patterns and relationships and to solve real-world and mathematical problems.		3.2.1.1	Create, describe, and apply single-operation input-output rules involving addition, subtraction and multiplication to solve problems in various contexts. <i>For example:</i> Describe the relationship between number of chairs and number of legs by the rule that the number of legs is four times the number of chairs.
			3.2.2.1	Understand how to interpret number sentences involving multiplication and division basic facts and unknowns. Create real-world situations to represent number sentences. <i>For example:</i> The number sentence $8 \times m = 24$ could be represented by the question "How much did each ticket to a play cost if 8 tickets totaled \$24?"

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		world and mathematical problems; create real-world situations corresponding to number sentences.	3.2.2.2	Use multiplication and division basic facts to represent a given problem situation using a number sentence. Use number sense and multiplication and division basic facts to find values for the unknowns that make the number sentences true. <i>For example:</i> Find values of the unknowns that make each number sentence true $6 = p \div 9$ $24 = a \times b$ $5 \times 8 = 4 \times t.$ <i>Another example:</i> How many math teams are competing if there is a total of 45 students with 5 students on each team? This situation can be represented by $5 \times n = 45$ or $\frac{45}{5} = n$ or $\frac{45}{n} = 5$.
	Geometry & Measurement	Use geometric attributes to describe and create shapes in various contexts.	3.3.1.1	Identify parallel and perpendicular lines in various contexts, and use them to describe and create geometric shapes, such as right triangles, rectangles, parallelograms and trapezoids.
3.3.1.2			Sketch polygons with a given number of sides or vertices (corners), such as pentagons, hexagons and octagons.	
3	Geometry & Measurement	Understand perimeter as a measurable attribute of real-world and mathematical objects. Use various tools to measure distances.	3.3.2.1	Use half units when measuring distances. <i>For example:</i> Measure a person's height to the nearest half inch.
			3.3.2.2	Find the perimeter of a polygon by adding the lengths of the sides.
			3.3.2.3	Measure distances around objects. <i>For example:</i> Measure the distance around a classroom, or measure a person's wrist size.
			3.3.3.1	Tell time to the minute, using digital and analog clocks. Determine elapsed time to the minute. <i>For example:</i> Your trip began at 9:50 a.m. and ended at 3:10 p.m. How long were you traveling?
		Use time, money and temperature to solve real-world and mathematical problems.	3.3.3.2	Know relationships among units of time. <i>For example:</i> Know the number of minutes in an hour, days in a week and months in a year.
	3.3.3.3		Make change up to one dollar in several different ways, including with as few coins as possible. <i>For example:</i> A chocolate bar costs \$1.84. You pay for it with \$2. Give two possible ways to make change.	
	3.3.3.4		Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius. <i>For example:</i> Read the temperature in a room with a thermometer that has both Fahrenheit and Celsius scales. Use the thermometer to compare Celsius and Fahrenheit readings.	

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	Data Analysis	Collect, organize, display, and interpret data. Use labels and a variety of scales and units in displays.	3.4.1.1	Collect, display and interpret data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales. Use appropriate titles, labels and units.
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SCIENCE

Strand: I. HISTORY AND NATURE OF SCIENCE	Sub-Strand: A. Scientific World View	Standard: The student will understand the use of science as a tool to examine the natural world.	Benchmarks: 1. The student will explore the use of science as a tool that can help investigate and answer questions about the environment.
Strand: I. HISTORY AND NATURE OF SCIENCE	Sub-Strand: B. Scientific Inquiry	Standard: The student will understand the nature of scientific investigations.	Benchmarks: 1. The student will ask questions about the natural world that can be investigated scientifically. 2. The student will participate in a scientific investigation using appropriate tools. 3. The student will know that scientists use different kinds of investigations depending on the questions they are trying to answer.
Strand: II. PHYSICAL SCIENCE	Sub-Strand: A. Structure of Matter	Standard: The student will know that heating and cooling may cause changes to the properties of a substance.	Benchmarks: 1. The student will observe that heating and cooling can cause changes in state. 2. The student will describe the changes in the properties of a substance when it is heated or cooled. 3. The student will compare and contrast the mass, shape and volume of solids, liquids and gases.
Strand: II. PHYSICAL SCIENCE	Sub-Strand: C. Energy Transformations	Standard: a. The student will understand basic electricity and its application in everyday life.	Benchmarks: 1. The student will explore simple electrical circuits using components such as wires, batteries and bulbs. 2. The student will investigate static electricity. 3. The student will identify objects and materials that conduct electricity and those that are insulators.
Strand: II. PHYSICAL SCIENCE	Sub-Strand: C. Energy Transformations	Standard: b. The student will explore the characteristics and properties of sound and light.	Benchmarks: 1. The student will investigate how sounds are made when objects vibrate. 2. The student will know that light tends to maintain its direction of motion until it is absorbed, refracted, or reflected by an object.
Strand: II. PHYSICAL SCIENCE	Sub-Strand: E. Forces of Nature	Standard: The student will understand that forces can act at a distance.	Benchmarks: 1. The student will know that magnets can be used to make some things move without direct contact. 2. The student will know that things near the Earth fall to the ground unless something holds them up.

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Strand: III. EARTH AND SPACE SCIENCE	Sub-Strand: B. The Water Cycle, Weather and Climate	Standard: The student will recognize that water on Earth cycles and exists in many forms.	Benchmarks: 1. The student will describe the water cycle involving the processes of evaporation, condensation, precipitation and collection. 2. The student will identify where water exists on Earth.
Strand: IV. LIFE SCIENCE	Sub-Strand: B. Diversity of Organisms	Standard: a. The student will recognize that plants and animals have different structures that serve various functions.	Benchmarks: 1. The student will describe the structures that serve different functions in growth, survival and reproduction for plants and animals. 2. The student will know that plants have different structures from animals that serve the same necessary functions in growth, survival and reproduction.
Strand: IV. LIFE SCIENCE	Sub-Strand: B. Diversity of Organisms	Standard: b. The student will know that living things can be sorted into groups in many ways according to their varied characteristics, structures and behaviors.	Benchmarks:
Strand: IV. LIFE SCIENCE	Sub-Strand: C. Interdependence of Life	Standard: The student will understand that an organism's patterns of behavior are related to the nature of its environment.	Benchmarks: 1. The student will know that organisms interact with one another in various ways besides providing food. 2. The student will know that changes in a habitat can be beneficial or harmful to an organism.
Strand: IV. LIFE SCIENCE	Sub-Strand: D. Heredity	Standard: The student will understand that many characteristics of an organism are inherited from its parents, but that other characteristics result from an individual's interactions with the environment.	Benchmarks: 1. The student will observe and differentiate between characteristics of organisms that are inherited and characteristics that are acquired. 2. The student will identify similarities and differences between parent and offspring.

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SOCIAL STUDIES

Strand	Sub-Strand	Standard	Benchmarks	Examples
Strand: I. U.S. HISTORY	Sub-Strand: A. Family Life Today and in the Past	Standard: The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.	Benchmarks: 1. Students will compare family life in his or her community from earlier times and today. 2. Students will compare family life in at least three distant places and times. 3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.	Examples: 1. Dakota and Ojibwe villages; Minnesota frontier farms; suburban towns and cities in Minnesota today; similarities and differences in work (inside/outside home), dress, manners, schools, games, festivals, stories; drawing from biographies, oral histories, and folklore 2. City of Lagos in the African kingdom of Benin or Timbuktu in the kingdom of Mali; Eastern European shtetl or Sami village in Finnmark; Mongol village 3. Transportation methods (canoes, covered wagons, cars, planes), communication methods (oral traditions, letters, cell phones, computers).
Strand: I. U.S. HISTORY	Sub-Strand: B. Famous People and Events in U.S. History	Standard: The student will recognize people and events that made significant contributions to U.S. History.	Benchmarks: 1. Student will know individuals and groups associated with key turning points in U.S. History.	Examples: 1. George Washington and the American Revolution; Abraham Lincoln and the Civil War; Lewis and Clark and the Corps of Discovery; Susan B. Anthony and the Women's Suffrage movement; Rosa Parks and the Civil Rights movement; military veterans and service to country.
Strand: I. U.S. HISTORY	Sub-Strand: C. Many Peoples and Cultures Meet in the Making of North America	Standard: The student will demonstrate knowledge of the people who settled in North America.	Benchmarks: 1. Students will understand that large and diverse American Indian nations were the original inhabitants of North America. 2. Students will demonstrate knowledge of European exploration and settlement of the North American continent and the resulting interaction with American Indian nations.	Examples: 1. Regional variations of Indian cultures (Woodland, Plains, Southwest, Pacific Northwest, and Arctic; Ojibwe, Dakota 2. Scandinavian, Spanish, Dutch, French, and English explorations, conflict, cooperation, trade, disease; Leif Eriksson; Christopher Columbus; Powhatan, Pocahontas and John Smith; Squanto and Pilgrims.

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<p>Strand: III. WORLD HISTORY</p>	<p>Sub-Strand: A. Family Life Today and in the Past</p>	<p>Standard: The student will understand how families live today and in earlier times, recognizing that some aspects change over time while others stay the same.</p>	<p>Benchmarks: 1. Students will compare family life in their own communities from earlier times and today. 2. Students will compare family life in at least three distant places and times. 3. Students will compare technologies from earlier times and today, and identify the impact of invention on historical change.</p>	<p>Examples: 1. Dakota and Ojibwe villages; Minnesota frontier farms; suburban towns and cities in Minnesota today; similarities and differences in work (inside/outside home), dress, manners, schools, games, festivals, stories; drawing from biographies, oral histories, and folklore. 2. City of Lagos in the African kingdom of Benin or Timbuktu in the kingdom of Mali; Eastern European shtetl or Sami village in Finnmark; Mongol village. 3. Transportation methods (canoes, covered wagons, cars, planes), communication methods (oral traditions, letters, cell phones, computers).</p>
<p>Strand: III. World History</p>	<p>Sub-Strand: B. Civilizations in World History</p>	<p>Standard: The student will demonstrate knowledge of the historical development of past cultures around the world.</p>	<p>Benchmarks: Students will demonstrate knowledge of the historical development of at least three civilizations in Africa, the Americas, Asia, or Europe.</p>	<p>Examples: China, Persia; Egypt; Aztec, Inca, Athenian; Rome, Ghana, Mali</p>
<p>Strand: III. World History</p>	<p>Sub-Strand: C. Famous People in World History</p>	<p>Standard: The student will recognize individuals or groups that have shaped the world.</p>	<p>Benchmarks: Students will become familiar with people who have made cultural (scientific, artistic, literary, and industrial) contributions to world history, and analyze the significance of their contributions.</p>	<p>Examples: Leonardo da Vinci, Michelangelo, Johann Gutenberg, Jonas Salk, William Shakespeare, Mahatma Ghandi, Marie Curie.</p>
<p>Strand: IV. HISTORICAL SKILLS</p>	<p>Sub-Strand: A. Concepts of Time</p>	<p>Standard: The student will demonstrate chronological thinking.</p>	<p>Benchmarks: 1. Students will define and use terms for concepts of historical time. 2. Students will place events in chronological order and construct</p>	<p>Examples: 1. "Long, long ago," recent past, present and future; days of the week, months of the year, seasons 2. Visual or graphic representations of their</p>

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			timelines.	own life histories and of the topics studied.
Strand: IV. HISTORICAL SKILLS	Sub-Strand: B. Historical Resources	Standard: The student will understand that we can learn about the past from different sorts of evidence.	Benchmarks: 1. Students will compare different kinds of historical sources and describe the different sorts of information the sources provide.	Examples: 1. Archeological and geological evidence; legends and mythology; oral traditions; documents such as diaries, letters, and newspapers; maps; songs, art, photographs, and architecture; artifacts such as toys, clothing, furniture, tools; visual and mathematical graphics such as tables, flow charts, graphs.
Strand: V. GEOGRAPHY	Sub-Strand: A. Concepts of Location	Standard: The student will use directional and positional words to locate and describe people, places and things.	Benchmarks: 1. Students will describe the location of people, places and things by using positional words. 2. Students will use maps and globes to locate places referenced in stories and real life situations. 3. Students will explain that an address locates a specific place. 4. Students will name and use directional words to describe locations of places in the school and community. Students will locate places by using simple maps, and understand that maps are drawings of locations and places as viewed from above. 5. Students will use the equator and poles as reference points to describe locations. 6. Students will compare distances between two or more places shown on a map with simple terms, such as farther and closer.	Examples: 1. Near/far, above/below, left/right, behind/in front 3. Street address, apartment number, classroom number 4. Near/far, above/below, left/right, behind/in front, high/low, north/south, east/west 5. Point to or mark United States, Minnesota, Europe, and Africa features on map of the world and globe, in relation to the poles and the equator 6. Determine which is farther from Minnesota: Texas or Alaska
Strand: V. GEOGRAPHY	Sub-Strand: A. Concepts of	Standard: The student will	Benchmarks: 1. Students will use cardinal and	Examples: Students will describe the directional

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	Location	demonstrate working knowledge of the cardinal directions.	intermediate directions to locate places.	relationships between home and places studied (N, NE, E, SE, S, SW, W, NW)
Strand: VI. ECONOMICS	Sub-Strand: A. Economic Choices	Standard: The student will understand that economic choices are necessary in life.	Benchmarks: 1. Students will identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have). 2. Students will explain that money can be used to buy goods and services. 3. Students will understand and explain that the concept of scarcity means that one cannot have all the goods and services that one wants. 4. Students will give examples of tradeoffs (opportunity costs). 5. Students will understand and explain that as producers they can earn money (income) that can be spent or saved as they choose.	Examples: 1. Food vs. video game 2. Quarter in gum ball machine 3. Not everything on birthday wish list is received 4. Invited to two birthday parties on the same day 5. Earnings from lemonade stand can be put in piggy bank or spent on candy
Strand: VI. ECONOMICS	Sub-Strand: B. Producers and Consumers	Standard: The student will understand the relationship between producers and consumers in regard to goods and services.	Benchmarks: 1. Students will distinguish between producers and consumers and between goods and services. 2. Students will recognize and explain that natural resources, human resources, and human-made resources are used in the production of goods and services.	Examples: 1. Farmer vs. dinner at restaurant; hamburger vs. haircut 2. Trees for paper, people, scissors.
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: A. Civic Values, Skills, Rights and Responsibilities	Standard: The student will describe civic values, rights and responsibilities in a republic.	Benchmarks: 1. Students will demonstrate knowledge of civic values that facilitate thoughtful and effective participation in civic life. 2. Students will explain the rights and responsibilities of people living in a democracy, including the principle of	Examples: 1. Patriotism, liberty, self-reliance, cooperation, responsibility, honesty, justice, courage, self-discipline 2. Inalienable rights to life, liberty and the pursuit of happiness; freedom of speech, right to vote, right to run for office, freedom of religion, right to be treated fairly, respect

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			majority rule and minority rights.	the rights and property of others, obey rules and laws, be informed, care for your community know your rights, work hard, take care of yourself and family.
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: A. Civic Values, Skills, Rights and Responsibilities	Standard: The student will understand the importance of participation in civic life and demonstrate effective civic skills.	Benchmarks: 1. Students will explain the importance of participation and cooperation in a classroom and community and explain how people can make a difference in others' lives. 2. Students will describe how they can influence school rules by studying and discussing issues and presenting their concerns to the people in authority. 3. Students will explain the importance of voting and how one vote can make a difference. 4. Students will explain that people have diverse viewpoints and that speaking and listening to others is important.	Examples:
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: B. Beliefs and Principles of United States Democracy	Standard: The student will understand the role of government, rules, and law and why we have them.	Benchmarks: 1. Students will give examples of rules in the classroom/school and community, provide reasons for the specific rules, and know the characteristics of good rules. 2. Students will explain that rules and laws apply to everyone and describe consequences for breaking the rules or laws. 3. Students will know that the United States and the State of Minnesota each have a constitution that outlines the rules for government.	Examples: 1. Safety, promote education environment, promote fairness, respect, characteristics: fair, reasonable, does what it is supposed to do, understandable, enforceable, supports a legitimate government goal, protects individual rights and promotes the general welfare 3. Constitution is a written plan that creates, organizes, and describes what government does, classroom constitutions.
Strand: VII.	Sub-Strand: B. Beliefs and	Standard: The student will know key symbols, songs	Benchmarks: 1. Students will recognize the symbols, songs, locations that	Examples: 1. U.S. flag, the Pledge of Allegiance, the National Anthem, Independence Day, bald

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GOVERNMENT AND CITIZENSHIP	Principles of United States Democracy	and locations that represent our nation and state.	uniquely identify our nation. 2. Students will recognize symbols that are significant for the state of Minnesota. 3. Students will describe key national holidays and explain why people celebrate them.	eagle, Statue of Liberty, the White House, the Liberty Bell, patriotic songs. 2. The state flag, flower, quarter dollar, and bird 3. July 4 th , Memorial Day, Flag Day, Veterans' Day, Labor Day, and Presidents' Day, Martin Luther King Jr.'s birthday, Thanksgiving.
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: C. Roots of the Republic	Standard: The student will understand the importance of key founding documents of the U.S.	Benchmarks: 1. Students will identify the influence of the Declaration of Independence, the Constitution and the Bill of Rights.	Examples:
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: C. Roots of the Republic	Standard: The student will become familiar with statesmen and their leadership and guidance of the republic.	Benchmarks: 1. Students will identify the beliefs and actions of statesmen including presidents George Washington and Abraham Lincoln.	Examples:
Strand: VII. GOVERNMENT AND CITIZENSHIP	Sub-Strand: D. Governmental Institutions and Processes of the United States	Standard: The student will know basic functions of government.	Benchmarks: 1. Students will describe examples of specific services provided by government. 2. Students will name people involved in government, including current and past government leaders, employees, and volunteers.	Examples: 1. Police and fire protection, snowplowing, community parks, schools 2. George Washington, Abraham Lincoln, current government and community leaders, firefighters, lice officers.