

# *A Blueprint for Learning*

The *Blueprint for Learning* is a companion document for the Tennessee Curriculum Standards which are located at [www.tennessee.gov/education](http://www.tennessee.gov/education). Although the curriculum adopted by the State Board of Education in its entirety remains on the web for additional reference, this reformatted version makes the curriculum more accessible to classroom teachers.

## **Key features of the reformatted version are:**

- All grades for each content area are provided in the same manual.
- The skills within each grade are identified as to whether they are introduced, developed, or have been mastered and are now being maintained at that level.
- The skills correlating with the state criterion referenced test (CRT) are also identified for classroom instruction.
- In the Language Arts section, the assessed skills (performance indicators) are identified not only for the state's CRT in grades 3-8 but also for the writing assessment in grades 5 and 8.
- This guide makes the planning of instruction for students with varying abilities easier to accomplish.
- Teachers can plan and work together to improve school wide student achievement through curriculum integration across content areas and grade levels.
- Teachers can identify current grade level skills as well as those needed to prepare students for the next year.

## **Skills are coded and identified as Introduced (I), Developing (D), State CRT and Writing Assessed (A), and Mastered and Maintained (M).**

- Introduced (I) skills are new skills presented at that grade level. Even though a skill is considered introduced at a grade level, some development would also occur.
- Developing (D) skills are skills that have been introduced at a previous grade level. At this stage of development the skills are being refined and expanded.
- Assessed (A) skills are those skills that are correlated to the state performance indicators for the CRT portion of the achievement test (grades 3-8) and the writing assessment (grades 5 and 8). The identified skills are formally assessed through the CRT; however, all skills are informally assessed in the classroom.
  - For the purpose of data reporting, assessed (A) skills are grouped into categories indicating related skills and knowledge. For example, grammar, mechanics, and usage are grouped together under the grammar (G) category. Each state assessed indicator included on the Blueprint carries a legend showing that it is assessed and indicating the category in which it will be reported (e.g., Assessed/Grammar=A/G).
- Mastered and Maintained (M) indicates a skill that has been introduced, developed, and assessed. Even though a skill may be formally assessed, the development and expansion of the skill still continues.

## **SOCIAL STUDIES** **Third Grade**

### **CULTURE**

*Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.*

<b>Key</b>	<b>Reporting Category</b>	
<b>D</b>		Recognize that changes in culture occur through the spread of people, languages, ideas, and goods.
<b>D</b>		Compare cultural differences in various regions of the United States and the world.
<b>D</b>		Describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
<b>I</b>		Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.
<b>I</b>		Identify and explain the significance of selected individual writers and artists and their stories, poems, statues, paintings, and other examples of cultural heritage from regions around the world.
<b>D</b>		Explain the significance of selected ethnic and/or cultural celebrations in Tennessee, the United States, and other nations such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa.
<b>I</b>		Retell the heroic deeds of characters from folktales and legends.
<b>D</b>		Compare ethnic and/or cultural celebrations in Tennessee, the United States, and other nations.

### **ECONOMICS**

*Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.*

<b>I</b>		Identify ways of earning, spending, and saving money.
<b>A</b>	<b>E</b>	Classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup).
<b>A</b>	<b>E</b>	Using a picture, differentiate the difference between a producer and a consumer.
<b>I</b>		Analyze a simple budget that allocates money for spending and saving.
<b>I</b>		Identify examples of private and public goods and services.
<b>I</b>		Identify examples of scarcity.
<b>I</b>		Explain how supply and demand affects the price of a good or service.
<b>A</b>	<b>E</b>	Distinguish between imports and exports.
<b>A</b>	<b>E</b>	Differentiate between money and barter economies.
<b>I</b>		Recognize that the world has different agricultural and industrial regions.
<b>A</b>	<b>E</b>	Interpret a map showing agricultural and industrial areas.
<b>I</b>		Explain the characteristics of a technologically expanding global economy.
<b>I</b>		Explain the impact of scarcity on interdependence within and among regions.
<b>I</b>		Recognize that Tennessee and the United States have different agricultural and industrial regions.
<b>I</b>		Be aware of how goods and services are interchanged between communities at the local and national levels.
<b>D</b>		Trace the development of a product from a natural resource to a finished product.
<b>A</b>	<b>E</b>	Distinguish the difference between a natural resource and finished product.

#### **KEY**

**I = Introduced    D = Developing    M = Mastered    A = State Assessed**

#### **REPORTING CATEGORY**

**E= Economics    PG= Physical Geography    HG= Human Geography    GC= Governance and Civics    H - History**

**Note: "A" Indicates the state curriculum (CRT assessment only).  
All the skills ("I"... "D"... "A"... "M") are addressed in classroom assessment.**

## GEOGRAPHY

*Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.*

I		Show how the spatial elements of point, line, and area are used on a map or globe.
I		Explain the difference between relative and absolute locations.
D		Locate places on a map using cardinal and intermediate directions.
A	PG	Recognize and use a map key.
A	PG	Find a specific location on a school or community map.
A	PG	Use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, lines of longitude and latitude, the equator, and the north and south poles.)
A	PG	Utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key.
A	PG	Determine the climate of a specific region of the world using a map.
D		List the similarities and differences of local places and regions with other places and regions.
I		List the basic components of earth's physical systems (e.g., landforms, water, climate and weather, and erosion and deposition).
I		Understand the concept of an ecosystem.
D		Describe how environments and regions differ around the world.
A	PG	Identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres).
A	PG	Identify basic components of earth's systems (i.e., landforms, water, climate, and weather).
A	PG	Differentiate the distinguishing characteristics of ecosystems (i.e., deserts, grasslands, and rainforests).
A	PG	Recognize the identifying characteristics of certain geographic features (i.e., peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests).
I		Understand how technology allows people to adapt the environment to meet their needs.
D		Locate the major cities of Tennessee and the world on a map or globe.
I		Describe the concept of formal (uniform) regions.
I		Define the characteristics that comprise a region.
I		Explain how change affects region and place over time.
I		Show the population distribution of the state and country.
D		Differentiate between urban, suburban, and rural regions.
A	HG	Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music).
A	HG	Determine similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter) by interpreting pictures.
A	HG	Interpret a chart or map identifying major cultural groups of the world.
A	HG	Recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, and destruction of rainforest).
A	HG	Differentiate the cultural population distribution in the United States using a bar graph.

## GOVERNANCE AND CIVICS

*Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.*

I		Describe the basic structures of government in the state.
A	GC	Select from a set of visual representations a service provided by the government (i.e., parks, schools, and libraries).
D		Recognize who makes laws in the state.
I		Know that governmental agencies exist to protect the environment at local, state, and national levels.

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I		Describe varied basic structures of governments in the state, nation, and world.
D		Examine how regions choose to govern in different ways.
A	GC	Determine the representative acts of a good citizen (i.e., obeying speed limit, not littering, and walking within the crosswalk).
D		Identify services commonly provided by the state government and contrast with other regions.
I		Compare the Tennessee and the United State Constitutions with other governing procedures around the world.
D		Identify government officials and explain how they are chosen.
I		Explain the concept of the consent of the governed and its importance to the functions of government.
A	GC	Distinguish between conflict and cooperation within group interactions as represented by pictures.
D		Identify examples of rights and responsibilities of citizens.
I		Describe how public policies are used to address issues of public concern.
D		Identify and explain the importance of acts of civic responsibility, including obeying laws and voting.
D		Identify diverse historic figures that exemplified good citizenship.
D		Identify ordinary people who exemplify good citizenship.
D		List the differences between community, city, county, state, and country events which occur.
I		Recognize the relationship of local governments to the state, the nation, and the world.

## HISTORY

*History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.*

I		Identify the heroic deeds of characters from state, national, and global histories.
I		Identify historical figures that helped to shape regions.
A	H	Label historical events as past, present, and future.
D		Describe the order of events by using designation of time periods such as ancient times and modern times.
A	H	Use a timeline to determine the order of a historical sequence of events.
I		Describe how individuals, events, and ideas cause regional change over time.
A	H	Read and interpret facts from a historical passage.
D		Use vocabulary related to chronology, including past, present, and future.
D		Describe and measure calendar time by days, weeks, months, and years.
D		Create and interpret timelines.
I		Identify factors that cause development and change in communities.
I		Compare various interpretations of the same time period using evidence such as photographs and interviews.

## INDIVIDUALS, GROUPS, AND INTERACTIONS

*Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.*

I		Give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.
I		Examine the relationships and conflict between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection.
I		Give examples of economic, social, or political changes that result from individual or group decisions.
D		Identify examples of actions individuals and groups can take to improve the community.
D		Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.

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**SOCIAL STUDIES PROCESS STANDARDS**

*The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.*

<b>I</b>		Use picture clues and picture captions to aid comprehension to acquire information.
<b>I</b>		Use maps, graphs, globes, media, and technology sources to acquire information.
<b>I</b>		Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information.
<b>I</b>		Classify information by source, chronology, and importance to analyze data and problem solve.
<b>I</b>		Demonstrate an understanding of the data through written, visual, or oral methods to problem solve.
<b>I</b>		Prepare and analyze maps, charts, and graphs for historical awareness.
<b>I</b>		Construct and analyze timelines for historical awareness.
<b>I</b>		Utilize community resources such as field trips, guest speakers, and museums for historical awareness.
<b>I</b>		Incorporate the use of technological resources for historical awareness.

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