

# TEKS Clarification Document

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## Social Studies– Grade 3

2012 – 2013



## SOCIAL STUDIES TEKS CLARIFICATION DOCUMENT

### GRADE 3

§113.10. Implementation of Texas Essential Knowledge and Skills for Social Studies, Elementary, Beginning with School Year 2011-2012.

*Source: The provisions of this §113.10 adopted to be effective August 23, 2010, 35 TexReg 7232.*

§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.

(a) Introduction.

- (1) In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.
- (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
- (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
- (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
- (6) Students understand that a constitutional republic is 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.
- (7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.
  - (A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week

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as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

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3.1	<b>History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:</b>
3.1A	<p><b>Describe how individuals, events, and ideas have changed communities, past and present.</b></p> <p>Describe</p> <p>HOW INDIVIDUALS, EVENTS, AND IDEAS HAVE CHANGED COMMUNITIES, PAST AND PRESENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Individuals have changed communities             <ul style="list-style-type: none"> <li>• Individuals specifically named in the TEKS: L'Enfant, Banneker, Franklin, Boone, Columbus, Founding fathers, de Oñate, Ford, etc.</li> <li>• Other examples: community developers, urban planners, and the planning and zoning commission members in local community</li> </ul> </li> <li>• Events have changed communities             <ul style="list-style-type: none"> <li>• Natural disasters – floods, hurricanes, tornadoes, fires, and earthquakes</li> <li>• Historic events related to U.S. History</li> <li>• Historic events related to the individuals in the TEKS</li> <li>• Historic events related to the local community</li> </ul> </li> <li>• Ideas have changed communities             <ul style="list-style-type: none"> <li>• Founding Fathers</li> <li>• Entrepreneurs (Examples from 8E)</li> <li>• Scientists and inventors (Examples from 16A)</li> </ul> </li> </ul>
3.1B	<p><b>Identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin who have helped to shape communities.</b></p> <p>Identify</p> <p>INDIVIDUALS WHO HAVE HELPED SHAPE COMMUNITIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Pierre-Charles L'Enfant –Born in France, L'Enfant applied French architectural styles to U.S. government buildings during the era of the early republic. He volunteered to fight in the American Revolution and wintered at Valley Forge in 1777, where he served as captain of engineers for a time. After the war, President George Washington commissioned him to design the emblems for the Society of the Cincinnati. L'Enfant converted the Old City Hall in Philadelphia to Federal Hall, to serve the U.S. Congress. When Washington, D.C. was chosen as the new site of the federal capital, Washington asked L'Enfant to design the city. L'Enfant was dismissed in 1792 because he did not listen to directions, overspent the budget, and ignored the claims of previous owners. Nonetheless, his plan is evident in the modern layout, with the White House and Capitol on high ground and</li> </ul>

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	<p>the streets intersecting at landmarks.</p> <ul style="list-style-type: none"> <li>• He 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.</li> <li>• Benjamin Banneker –Born a free African-American in Maryland, Benjamin Banneker overcame rural isolation, limited education, racial prejudice, and alcoholism to become a respectable scientist, mathematician, and astronomer. He worked on the survey crew which laid out the District of Columbia in 1791. In 1791 he sent a copy of his unpublished almanac and a letter to Thomas Jefferson pleading with him to make an effort to end slavery and ensure that all were entitled to the "inalienable rights" outlined in the Declaration of Independence. His almanac was published by a Philadelphia press from 1792 to 1797. Banneker was a symbol of racial equality and of black achievement. The Benjamin Banneker College at Prairie View A&amp;M University in Prairie View, Texas, bears his name.             <ul style="list-style-type: none"> <li>• He helped shape communities by influencing the design of Washington, D.C. and informing communities through his almanacs.</li> </ul> </li> <li>• Benjamin Franklin –Born in Boston in 1706, the fifteenth child of a candlemaker, Benjamin Franklin became a well-known printer in Philadelphia and an active leader in the city. He published Poor Richard's Almanac between 1732 and 1758 and his autobiography in 1818. Through these he gained literary distinction. In the almanac, he shared bits of wisdom with readers and pithy sayings which helped shape the American character. He founded the first privately supported circulating library in America, in Philadelphia. Franklin was a member of the committee which wrote the Declaration of Independence, but spent most of the period of the American Revolution in France. He represented the colonies as the American envoy starting in 1776 and remained until 1785. He negotiated the alliance with France and then the Treaty of Paris which ended the war. He also participated in the U.S. Constitutional Convention in 1787, and earned distinction as the oldest delegate in attendance. Franklin's many talents earned him a reputation as "the first civilized American." In addition to his political activities, he supported education and was considered a gifted scientist without peer in the colonies. He proved that lightning was a form of electricity, a discovery that earned him international fame. He also invented bifocal glasses, lightning rods, and the Franklin stove. (8<sup>th</sup> grade bio from SSC)             <p>Franklin formed Junto, or The Leather Apron Society, in 1727, an organization of people of varied backgrounds and skills who came together regularly to discuss issues of the day, needs of the community, and plans to improve the community (in this instance, Philadelphia). Modern day Junto clubs still exist in the U.S.</p> <ul style="list-style-type: none"> <li>• He helped shape communities by enlightening community members on many different issues through his almanacs and printings, and through his inventions improved the quality of life many. Helping write the Declaration of Independence and Constitution, Franklin set in motion ideas that affect communities by shaping the ideas they are built on. As Postmaster, he put in place the Post Roads to improve communication. With his fire brigades and lending libraries, he shaped attitudes of communities as places where people work together for the safety, security, and betterment of the whole community.</li> </ul> </li> </ul>
<p><b>3.1C</b></p>	<p><b>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.</b></p> <p>Describe</p> <p>HOW INDIVIDUALS HAVE CONTRIBUTED TO THE EXPANSION/CREATION OF COMMUNITIES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Daniel Boone –Opened the Kentucky frontier for settlement from the east by surveying land, opening the Wilderness Road, fighting Indians, and</li> </ul>

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	<p>building settlements. Wherever Boone went, settlement followed. He spent his life exploring the frontier, moving from Kentucky to Missouri territory in 1799. He eventually lost his Missouri land to mismanagement and encroachment, just as he lost his Kentucky holdings. His real-life accomplishments gained the status of popular myth during his lifetime because his adventures symbolized the changes in America from an independent, rugged frontier to a modern, mechanized nation. Boone enjoyed status as a real figure of national significance, as well as a mythical or folk hero based on exaggerations of his abilities and exploits.</p> <ul style="list-style-type: none"> <li>• Daniel Boone's contributions to the expansion/creation of communities: He explored, settled and defended communities.</li> <li>• Christopher Columbus –Born in Genoa, Italy, Christopher Columbus was a navigator and explorer who planned and led the voyage which landed in the West Indies in 1492. Columbus believed that, because the world was round and because long-distance navigation was technically possible, sailors should be able to head west to arrive in the East. Trade with the East was highly prized; spices and other commodities brought profit to merchants involved in overland trade. An ocean route could increase profit. King Ferdinand and Queen Isabella of Spain partially funded the expedition at Columbus' request. Earlier attempts made by Columbus to secure Portuguese funding for voyages to chart new routes to the Far East failed, but in 1492, with Spanish support, he set sail with three ships. When he touched land after a 37-day voyage, debarking on present-day San Salvador on October 12, 1492, he believed he had reached the East Indies. He led three more voyages to the New World searching for gold and other treasures prior to his death in 1506. He established the first permanent colony in Cuba during his second voyage in 1493, deposited more settlers near Venezuela in 1494, and completed his fourth voyage in 1503. Though Columbus never made the financial gains he envisioned, European nations realized the potential of the new continent as a source of riches and agricultural commodities and competed for colonization rights. The significance of Columbus' discovery is remembered every Columbus Day, a federal holiday on the second Monday of October.</li> <li>• Christopher Columbus contributions to the expansion/creation of communities: He was part of the process leading to Spanish colonization, contributing to the establishment of new communities based on the Spanish culture.</li> <li>• The Founding Fathers –The Founding Fathers' belief in life, liberty, and the pursuit of happiness made it possible for Americans to settle, form communities, and live freely</li> <li>• Founding Fathers contributions to the expansion/creation of communities: The Founding Fathers wrote the Constitution as way to guide formation of communities.</li> <li>• Juan de Oñate –Spanish explorer and community founder. 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. He also led expeditions through Oklahoma, Colorado, and the Texas panhandle.</li> <li>• Juan de Oñate's contributions to the expansion/creation of communities: Through his expeditions, he named areas such as El Paso (the crossing of the Rio Grande). He also created "El Camino Real" which was crucial for communicating and trading between Mexico City and Santa Fe.</li> </ul>
<b>3.2</b>	<b><i>History. The student understands common characteristics of communities, past and present. The student is expected to:</i></b>
<b>3.2A</b>	<p><b>Identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being.</b></p> <p>Identify</p> <p>REASONS PEOPLE FORM COMMUNITIES</p>

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	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Need for security</li> <li>• Need for religious freedom</li> <li>• Need for law</li> <li>• Need for material well-being</li> </ul>
<p>3.2B</p>	<p><b>Identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation.</b></p> <p>Identify</p> <p>WAYS PEOPLE IN COMMUNITIES MEET THEIR NEEDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Need for government: How do people in communities govern themselves, enforce laws, and protect all members?             <ul style="list-style-type: none"> <li>• Ex: voting practices, participation in the governmental process, police protection</li> </ul> </li> <li>• Need for education: How are people educated? Where do they go to school? Who teaches them?             <ul style="list-style-type: none"> <li>• Ex: public education, private and public universities, home schooling, public libraries</li> </ul> </li> <li>• Need for communication: How do community members communicate with each other? Find information?             <ul style="list-style-type: none"> <li>• Ex: communication exists through the media (newspapers and local news); public access TV; websites</li> </ul> </li> <li>• Need for transportation: How do community members get from place to place? How do they receive the goods and services they need?             <ul style="list-style-type: none"> <li>• Ex: vehicles, Metro/bus transit, railroad, 18 wheelers/trailers, airplanes, cargo planes</li> </ul> </li> <li>• Need for recreation: What do community members do for fun?             <ul style="list-style-type: none"> <li>• Ex: movies, reading, public swimming pools and parks, libraries, walking and biking trails</li> </ul> </li> </ul>
<p>3.2C</p>	<p><b>Compare ways in which various other communities meet their needs.</b></p> <p>Compare</p> <p>WAYS IN WHICH COMMUNITIES MEET THEIR NEEDS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Rural communities meet their needs in different ways from urban communities.             <ul style="list-style-type: none"> <li>• Ex: rural areas may be highly dependent on means of transporting some goods and services to their region, while urban communities may be</li> </ul> </li> </ul>

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	able to access those goods and services with less difficulty, but have more difficulty accessing others.
<b>3.3</b>	<b><i>History. The student understands the concepts of time and chronology. The student is expected to:</i></b>
<b>3.3A</b>	<p><b>Use vocabulary related to chronology, including past, present, and future times.</b></p> <p>Use</p> <p>VOCABULARY RELATED TO CHRONOLOGY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Past – happened in an earlier time</li> <li>• Present – now</li> <li>• Future – will happen in a later time</li> </ul>
<b>3.3B</b>	<p><b>Create and interpret timelines.</b></p> <p>Create, Interpret</p> <p>TIMELINES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Past, present, and future events or history of the local community</li> <li>• Benchmark events of a famous person</li> <li>• Past, present, and future events or history of another community</li> <li>• Past, present, and future events or history of a local monument or famous place such as one’s school</li> </ul> <p>Timeline – a chronological listing of events. By arranging events in order, the sequence of events is clear and cause-and-effect relationships can be ascertained</p>
<b>3.3C</b>	<p><b>Apply the terms of year, decade, and century to describe historical times.</b></p> <p>Apply</p> <p>TERMS TO DESCRIBE HISTORICAL TIMES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Year = 12 months</li> <li>• Decade = 10 years</li> </ul>

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- Century = 100 years

<b>3.4</b>	<b><i>Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:</i></b>
<b>3.4A</b>	<p><b>Describe and explain variations in the physical environment including climate, landforms, natural resources, and natural hazards.</b></p> <p>Describe, Explain</p> <p>VARIATION IN PHYSICAL ENVIRONMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Climate is the weather at a particular place over a period of years. Those who study climate consider the averages and extremes of temperature, wind velocity, precipitation, and other weather elements. Factors which influence the climate of a place include distance from the equator (latitude), proximity to large bodies of water and the nature of the body of water (cold ocean currents versus warm ocean currents), location on a continent (continentality), and elevation.             <ul style="list-style-type: none"> <li>• Examples of components of climate that affect the physical environment include air pressure, solar radiation, prevailing winds, temperature (regional trends)</li> </ul> </li> <li>• Landforms are features on Earth's surface which include plains, mountains, deserts, hills, and canyons. The shape of landforms (tall and jagged, flat with steep sides, etc.), the nature of the landforms (easy to live on, difficult to live on, etc.), and the processes that continue to affect the landforms (erosion and deposition) are important factors to consider in studying the influence of these physical characteristics on humans.             <ul style="list-style-type: none"> <li>• Examples of components of landforms that affect the physical environment include elevation (hills or mountains), coastal plains, glaciers</li> </ul> </li> <li>• Natural resources are any physical material that constitutes part of Earth, and which people need and value. There are three basic natural resources: air, land, and water, but anything that humans consider valuable qualifies as a resource. Natural resources can be categorized as: renewable -- they replenish themselves (e.g., plants, animals), nonrenewable -- only used once (e.g., fossil fuels), or flow -- must be used as, when, and where they are (e.g., wind, water, sunlight). A resource as a thing of value is a cultural concept; the value attached to any given resource varies from culture to culture, from time to time. The value of a resource depends upon human needs and the technology available to extract and use it. Crude oil was once perceived as a worthless nuisance until technology allowed it to be refined to a form used in lamps. Whale oil, thus, was no longer valued as a resource. The location of resources influences the distribution of people and their activities on Earth. People live where they can earn a living. Human migration and settlement are linked to the availability of resources ranging from fertile soils and supplies of fresh water to deposits of metals or pools of natural gas. The demand for resources increases with population and helps to drive national and international patterns of trade.             <ul style="list-style-type: none"> <li>• Examples of natural resources that affect the physical environment include vegetation, minerals, water, wind</li> </ul> </li> <li>• Natural hazard is a process or event in the physical environment, not caused by humans and not predictable, but which can destroy human life and property. Natural hazards include hurricanes, earthquakes, tornadoes, volcanoes, fires, floods, and insect infestations.             <ul style="list-style-type: none"> <li>• Examples of natural hazard that affect the physical environment include earthquakes, hurricanes, volcanic eruptions</li> </ul> </li> </ul>
<b>3.4B</b>	<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.</b>

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Identify, Compare

HOW PEOPLE ADAPT TO OR MODIFY THE PHYSICAL ENVIRONMENT

Including, but not limited to:

- Physical environments
  - Deserts
  - Mountains
  - Wetlands
  - Plains
- Adapt to or modify the environment
  - Deserts
    - Examples of how people adapt to a desert environment include varying their type of clothing, type of shelter such as caves, and the types of foods they eat. They may adapt in other ways as well, for example, using more solar power, rather than fossil fuels.
    - Examples of how people modify the desert environment include drilling wells for water, irrigating for crops and landscaping, planting non-native species in landscapes, using air conditioning
  - Mountains
    - Examples of how people adapt to a mountain environment include varying their type of clothing, type of shelter, and the types of foods they eat. They may adjust their calendars to accomplish different goals according to the weather.
    - Examples of how people modify the mountain environment include extracting natural resources, building hydro-electro power projects, adjusting economic activities to make use of natural resources, such as through mining and logging
  - Wetlands
    - Examples of how people adapt to a wetlands environment include recognizing the natural climate cycles that include floods, choosing clothing, food, and shelter that are readily available
    - Examples of how people modify the wetlands environment include draining the wetlands for crops and development
  - Plains
    - Examples of how people adapt to a plains environment include varying their type of clothing, type of shelter, and the types of foods they eat according to what is locally available, becoming used to the constant winds
    - Examples of how people modify the plains environment include introducing non-native crops and domestic animals, irrigating, and developing open areas, developing wind power

Physical environment – the combination of a place's physical characteristics. Everything in and on Earth's surface and its atmosphere within which

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	<p>organisms, communities, or objects exist in the environment in which they live. (deserts, mountains, wetlands, plains)</p> <p>Adapt – to make suitable or fit for a particular situation. People change their activities to match the physical environment.</p> <p>Modify – to change or make different. People change the environment to meet their needs.</p>
<p><b>3.4C</b></p>	<p><b>Describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape.</b></p> <p>Describe</p> <p><b>EFFECTS OF PHYSICAL PROCESSES ON THE LANDSCAPE</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Volcanoes – many of our mountains and islands have been created because of volcanic eruptions.</li> <li>• Hurricanes – erosion affects islands and coastal regions. Forests are leveled to the ground and salt water intrusiveness destroys much of the fresh water living things, particularly in the wetlands.</li> <li>• Earthquakes – fault valleys and troughs might be created. Streams may change their course.</li> </ul> <p>Physical processes – changes in landforms, weather, climate, vegetation, and soils. These usually occur over long periods of time and their impact on the landscape is often barely obvious to humans because they usually take a long time. The continental drift or plate tectonics is a physical process. Other physical processes have an immediate and powerful impact on the environment as in the case of floods or earthquakes.</p> <p>Landscape – the scenery of a place including the physical characteristics, as well as the human characteristics</p>
<p><b>3.4D</b></p>	<p><b>Describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape.</b></p> <p>Describe</p> <p><b>EFFECTS OF HUMAN PROCESSES IN SHAPING THE LANDSCAPE</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Building new homes             <ul style="list-style-type: none"> <li>• Examples of how building new homes shapes landscapes – changes contour of the land, changes to the flow of water (e.g., impervious cover, landscaping), addition of non-native plants that change watering requirements, stresses to water tables with additional users</li> </ul> </li> <li>• Conservation             <ul style="list-style-type: none"> <li>• Examples of how conservation shapes the landscape – replacing non-native plants with plants native to the region, minimizing lawn to conserve water, planting more trees, creating green zones</li> </ul> </li> <li>• Pollution             <ul style="list-style-type: none"> <li>• Examples of pollution that can shape the landscape – oil spills pollute water and ground, use of fossil fuels leads to increased air pollution, waste</li> </ul> </li> </ul>

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	<p>disposal leads to materials added to landfills</p> <ul style="list-style-type: none"> <li>• Other possible processes that affect the landscape:             <ul style="list-style-type: none"> <li>• Clear land, build roads and houses, channel water with dams, plant non-native plants and remove native plants, control fires, bring in non-native animal species (cattle and the rise of prickly pear), conserve resources, use technology to measure and control air and water pollution</li> </ul> </li> </ul> <p>Human processes – processes in which human beings are involved. Examples of human processes include urbanization (city development), migration, economic development, settlement, and the formation of political systems. They also have short-term and long-term impacts on the landscape. As humans pollute the environment or construct houses and cities, the environment suffers both immediate and long term consequences. Natural resources destroyed by overuse, such as oil, cannot be quickly replaced. People attempt to control human processes through regulation and they try to reduce the impact of the physical in a variety of ways, such as building diversion ditches to reduce flooding, or installing tornado warning systems.</p>
<p><b>3.4E</b></p>	<p><b>Identify and compare the human characteristics of various regions.</b></p> <p>Identify, Compare</p> <p>HUMAN CHARACTERISTICS OF REGIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Regions (e.g., U.S.; northeast, southeast, midwest, southwest, and west)</li> <li>• Human Characteristics             <ul style="list-style-type: none"> <li>• Housing (perhaps relative to weather)</li> <li>• Ways people earn a living (e.g., farming, manufacturing)</li> <li>• Languages they speak</li> <li>• Ethnicities</li> </ul> </li> </ul> <p>Human characteristics – include the types of houses people build, the ways they earn a living, the games children play, the languages people speak, their religious beliefs, their ethnicity, the daily schedules they follow, the foods they eat, and how they govern themselves</p> <p>Regions – areas of the Earth's surface which have similar physical or human characteristics distinctive from the characteristics of neighboring areas</p>
<p><b>3.5</b></p>	<p><b><i>Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:</i></b></p>
<p><b>3.5A</b></p>	<p><b>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.</b></p> <p>Use</p> <p>CARDINAL AND INTERMEDIATE DIRECTIONS TO LOCATE PLACES ON MAP AND GLOBES</p>

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	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Four Cardinal Directions – North, South, East, and West are the cardinal directions because these are the primary points on the compass.</li> <li>• Intermediate Directions – Intermediate directions are the directions mid-way between the cardinal points on a compass. Intermediate directions are Southwest, Southeast, Northwest, and Northeast.</li> <li>• Places to be located in relation to the local community:             <ul style="list-style-type: none"> <li>• Rocky Mountains</li> <li>• Mississippi River</li> <li>• Austin</li> <li>• Texas</li> </ul> </li> </ul>
<p><b>3.5B</b></p>	<p><b>Use a scale to determine the distance between places on maps and globes.</b></p> <p>Use</p> <p>MAP SCALE TO DETERMINE DISTANCE BETWEEN PLACES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Scale – an indication of the relationship between the distances on a map, chart, or plan and the corresponding actual distances. Examples include: "1 inch equals 1 mile" or "1:25" or a line marked at intervals equal to 1 mile, 5 miles, etc. Scale can also mean the size of an area being studied. For example, a small-scale study looks at conditions in one place, whereas a large-scale study looks at conditions in an entire nation. Relationships observed at one scale may not be true at another scale.</li> <li>• Distance between the local community and the Rocky Mountains, Mississippi River, Austin, Washington, D.C., Gulf of Mexico, Pacific Ocean, Atlantic Ocean</li> </ul>
<p><b>3.5C</b></p>	<p><b>Identify and use the compass rose, grid system, and symbols to locate places on maps and globes.</b></p> <p>Identify, Use</p> <p>MAP ELEMENTS TO LOCATE PLACES ON A MAP AND/OR GLOBE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Compass rose – a circle or similar design that includes graduated degrees or quarter points (intermediate directions), printed on a chart or map for reference. The compass rose usually shows both magnetic and true directions. A compass rose shows the orientation of a map on Earth. Geographers use a compass rose or the north arrow when drawing their own maps.</li> <li>• Grid system – a network of horizontal and vertical lines used to locate points on a map or a chart by means of coordinates. The grid system often used on state highway maps consists of columns and rows labeled with letters and numbers. A place identified as G25 in the index is found at the</li> </ul>

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	<p>intersection of "column" G and "row" 25 (or vice versa). Latitude and longitude also form divisions in a grid system.</p> <ul style="list-style-type: none"> <li>Map symbols – symbols may be simple drawings, letters, and shortened words, colored shapes which save space and make it easier to read a map. Usually included in the map's legend.</li> </ul>
<b>3.5D</b>	<p><b>Create and interpret maps of places and regions that contain map elements including a title, compass rose, legend, scale, and grid system.</b></p> <p>Create, Interpret</p> <p>MAPS OF PLACES AND REGIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Create maps of places and regions containing a title, compass rose, legend, scale and grid system             <ul style="list-style-type: none"> <li>Examples of maps of places to be created: local community, regions of Texas, regions of the U.S.</li> </ul> </li> <li>Interpret maps of places and regions containing a title, compass rose, legend, scale, and grid system             <ul style="list-style-type: none"> <li>Examples of maps of places to be interpreted: local community, Texas, U.S.</li> </ul> </li> <li>Include map elements             <ul style="list-style-type: none"> <li>Title</li> <li>Compass rose (orientation)</li> <li>Legend – an explanatory list of the symbols appearing on a chart or map is a legend. Sometimes, this is called a key because it is key to understanding what a map is saying.</li> <li>Scale</li> <li>Grid system</li> </ul> </li> </ul>
<b>3.6</b>	<p><b><i>Economics. The student understands the purposes of earning, spending, saving and donating money. The student is expected to:</i></b></p>
<b>3.6A</b>	<p><b>Identify ways of earning, spending, saving and donating money.</b></p> <p>Identify</p> <p>WAYS OF EARNING, SPENDING, SAVING AND DONATING MONEY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Earning – providing a paid service, completing a paid job, interest from saving             <ul style="list-style-type: none"> <li>Examples for students include taking out the trash, taking care of a pet, cleaning your bedroom</li> </ul> </li> <li>Saving – setting aside money, either in a savings account or piggy bank, earned or given for future use</li> </ul>

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	<ul style="list-style-type: none"> <li>• Examples for students include buying what you need and not what you want, following a budget</li> <li>• Spending – purchasing goods and services to satisfy wants and needs             <ul style="list-style-type: none"> <li>• Examples include paying bills on time, prioritizing what is more important, budgeting money</li> </ul> </li> <li>• Donating – giving money or goods and services with a monetary value to a charitable organization             <ul style="list-style-type: none"> <li>• Examples for students include donating money to nonprofit organizations, donating time and services</li> </ul> </li> </ul>
<b>3.6B</b>	<p><b>Create a simple budget that allocates money for spending, saving and donating.</b></p> <p>Create</p> <p>A SIMPLE BUDGET THAT ALLOCATES MONEY FOR SPENDING, SAVING AND DONATING.</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Simple budget</li> <li>• allocate money for spending</li> <li>• allocate money for saving</li> <li>• allocate money for donating</li> </ul> <p>Possible related questions to ask include:</p> <ul style="list-style-type: none"> <li>• How is the money earned? How much is earned?</li> <li>• How is the money spent? How much is spent?</li> <li>• How much is saved and for what purpose?</li> <li>• What, how much, and how often is money donated? What organization does the money benefit and why?</li> </ul>
<b>3.7</b>	<p><b><i>Economics. The student understands the concept of a free enterprise economic system. The student is expected to:</i></b></p>
<b>3.7A</b>	<p><b>Define and identify examples of scarcity.</b></p> <p>Define, Identify</p> <p>EXAMPLES OF SCARCITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Needs, such as food, water, shelter, clothing</li> <li>• Wants, such as fad items, fashionable clothing, toys, games, and videos             <ul style="list-style-type: none"> <li>• Examples:</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>You would like to buy oranges, but when you go to the market, there are few oranges and they are very expensive. You find out that there is a scarcity of oranges because there was a terrible freeze in the area where they are grown and very few oranges survived the weather.</li> <li>You want a video game and you wait until it comes out and is released to the stores. You stand in line for hours because the store is only selling 200 copies of the game and there are 500 people that want the game.</li> </ul> <p>Scarcity – items are scarce when the supply of a good or service does not satisfy the demand. Scarcity exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all available resources.</p>
<p><b>3.7B</b></p>	<p><b>Explain the impact of scarcity on the production, distribution, and consumption of goods and services.</b></p> <p>Explain</p> <p>IMPACT OF SCARCITY ON PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Scarcity and production – when the resources required to produce goods and services are scarce, the product either cannot be made or production is limited. This drives up the cost of the item. Natural resources may be scarce because they are non-renewable or renewable, but demand exceeds supply.</li> <li>Scarcity and distribution – if a good or service cannot be distributed to all who need or want it, those able to pay the highest price for the good or service will be able to acquire it.</li> <li>Scarcity and consumption – when the good or service is being consumed faster than it is available, that drives up the cost. If a good or service is a non-renewable resource, then those who need a scarce item may be forced to conserve it. If it is a renewable resource, it may be consumed faster than it is being replenished. This also may force conservation.</li> </ul>
<p><b>3.7C</b></p>	<p><b>Explain the concept of a free market as it relates to the U.S. free enterprise system.</b></p> <p>Explain</p> <p>HOW A FREE MARKET RELATES TO THE U.S. FREE ENTERPRISE SYSTEM</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>Free market – a market economy is based on supply and demand with little or no government control</li> <li>U.S. free enterprise system – operates according to five main principles: the freedom to choose our businesses, the right to private property, to make a profit, competition, and the right to choose what we want to buy</li> <li>How does free market relate to the U.S. free enterprise system?             <ul style="list-style-type: none"> <li>With free enterprise, you can choose what business you want to have or what you want to sell based on the demand. If the demand is high, you will probably make a profit.</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• With free enterprise, you may choose to buy and own your own property. If you want to sell your property because there is a demand for your property, you can choose to sell it and make a profit.</li> <li>• With free enterprise, you can make a lot of money or lose a lot of money because there is much competition and every person has the right to choose what and where they want to buy something.</li> </ul>
<b>3.8</b>	<b><i>Economics. The student understands how businesses operate in the U.S. free enterprise economic system. The student is expected to:</i></b>
<b>3.8A</b>	<p><b>Identify examples of how a simple business operates.</b></p> <p>Identify</p> <p>EXAMPLES OF HOW A SIMPLE BUSINESS OPERATES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• In the American free enterprise system, people can choose what to produce, how to produce, how much to produce, and for whom to produce with little government interference, taking advantage of principles of economic freedom, voluntary exchange, private property, and the profit motive</li> <li>• To start a business, a potential business owner first identifies goods and services needed in the community and gauges whether there is a large demand for a particular good or service and determines a process for offering the good or service to the community. If demand is high and of appropriate quality, the business pays production costs and labor costs, leaving a profit. Supply of raw materials and demand goods and services are interdependent principles that affect cost, price, and profit.</li> </ul>
<b>3.8B</b>	<p><b>Explain how supply and demand affect the price of a good or service.</b></p> <p>Explain</p> <p>HOW SUPPLY AND DEMAND AFFECT THE PRICE OF GOODS AND SERVICES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• High supply, low demand = lower prices (e.g., the seller has to get rid of the product before it goes bad; if you overproduce a game or toy that nobody is interested in, the supply will be high and the demand (market) is low, you will lower the price of the game to entice buyers)</li> <li>• Low supply, high demand = higher prices (e.g., people want the product before it can be made so the price rises for those who want the product; the price of a popular toy rises as demand rises. Also, production has to increase so more people have jobs.)</li> </ul> <p>Supply and demand – economic systems are organized sets of procedures used within communities or between communities to govern the production and distribution of goods and services. Economists identify three types of economic systems: traditional (customs, habits, laws, and religious beliefs control decisions), command (government regulates economic activity), and market (individuals control production and distribution resources and make decisions based on the market in which they function). A mixed economy combines elements of these systems. The economy of the United States is considered a market economy, though aspects of a command economy influence major segments of the nation's economy, such as transportation.</p>
<b>3.8C</b>	<b>Explain how the cost of production and selling price affect profits.</b>

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	<p>Explain</p> <p>HOW PROFITS ARE AFFECTED BY COST OF PRODUCTION AND SELLING PRICE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• With demand stable, if cost of production goes up, the difference (profit margin) shrinks</li> <li>• With demand stable, if production costs go down, the difference (profit margin) widens</li> <li>• Depending on the cost of production, the selling price may go up or down, in turn affecting profit</li> <li>• Demand for the good or service also affects price which in turn affects profit</li> <li>• If it costs more to produce a good, the selling price has to go up to cover costs. If demand stays the same, profit margin will decrease.</li> <li>• If it costs less to produce a good, the selling price could stay the same if the market supports that price. Then, profit margin will increase.</li> <li>• If the market price changes, adjustments may need to be made in cost of production to remain competitive.</li> </ul> <p>Cost of production – the cost of materials plus labor plus business expenses</p> <p>Selling price – the difference between the cost of production and the selling price is the profit</p>
<p>3.8D</p>	<p><b>Explain how government regulations and taxes impact consumer costs.</b></p> <p>Explain</p> <p>HOW CONSUMER COSTS ARE AFFECTED BY TAXES AND GOVERNMENT REGULATIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Taxes are collected to pay for community services such as schools, roads, law enforcement, fire protection, and emergency services.</li> <li>• Taxes are added to the costs of goods and services, increasing their overall cost to consumers.</li> <li>• Government regulations set tax rates, set procedures requirements (building inspections, safety requirements), which costs are included when determining production costs, and setting prices consumers pay.</li> </ul>
<p>3.8E</p>	<p><b>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 and other entrepreneurs who have started new businesses.</b></p> <p>Identify</p> <p>INDIVIDUALS, PAST AND PRESENT, WHO HAVE STARTED NEW BUSINESSES</p>

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	<p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Henry Ford – founded the Ford Motor Company in 1903 and developed the Model T by 1908. Ford used interchangeable parts, mass production, and the assembly line to reduce the price of the Model T and revolutionize manufacturing. He helped create a mobile society by mass producing and marketing the Model T automobile, making it an indispensable part of American life. Through his efforts, the automotive industry became a world-wide phenomenon. Born on a farm near Detroit, Michigan, Ford worked on the farm, at a shipbuilding firm, and for a company which serviced steam engines. During the winters he experimented on building his own internal-combustion engines. He drove his first home-built automobile in 1896. He retained complete company control and used it to amass billions of dollars.</li> <li>• Mary Kay Ash – founder of Mary Kay Cosmetics, Inc. A divorced and single mom, Ash was frustrated after being passed over for promotion in favor of a man she trained. She started to write a book to help other women succeed in business, but instead turned that book into a business plan that became Mary Kay Cosmetics. Her ‘golden rule’ of business and her slogan, ‘God first, family second, career third,’ encouraged women to keep their lives balanced. She awarded her top sales personnel with pink Cadillacs, has received the Horatio Alger Award, and was inducted into the Junior Achievement U.S. Business Hall of Fame. When she died, her company had over \$2 billion in retail sales with consultants worldwide.</li> <li>• Wallace Amos – founder of “Famous Amos” cookies. He dropped out of high school to join the Air Force. Later, he became the first African American talent agent for the William Morris Agency. He attracted clients by sending them homemade chocolate chip cookies. Friends suggested he start his own business, and he opened the first store in Los Angeles, California. He is now a motivational speaker and volunteer for Literacy Volunteers of America, helping thousands of adults learn to read.</li> <li>• Milton Hershey – founder of Hershey’s chocolate. Hershey never had a formal education; he was apprenticed as a teenager to a candy company. His first attempt to open his own candy business failed, even after he worked for six years. His second attempt failed as well. Finally, he opened a successful candy business in Lancaster, Pennsylvania, but he only made caramel. After he attended the World’s Fair in 1893, he started experimenting with chocolate. He found the perfect formula at the same time that consumer demand for chocolate was very high. He sold the caramel candy company and devoted all of his efforts into making chocolate.</li> <li>• Sam Walton – founder of Walmart. Walton grew up on a farm in Oklahoma during the Depression. He worked a variety of odd jobs to help his family, and he worked his way through college. He bought his first store with a loan from his father-in-law and developed many business practices there that would help him make Walmart the number one retail store in the world. He made sure the shelves were stocked with a variety of goods at low prices, and he also bought from the lowest priced supplier. He bought in volume so he could buy goods for lower prices, a savings he passed to his customers.</li> <li>• Other entrepreneurs – business owners from the local community who have started new businesses</li> </ul>
<p><b>3.9</b></p>	<p><b><i>Government. The student understands the basic structure and functions of various levels of government. The student is expected to:</i></b></p>
<p><b>3.9A</b></p>	<p><b>Describe the basic structure of government in the local community, state, and nation.</b></p> <p>Describe</p> <p>BASIC STRUCTURE OF LOCAL, STATE AND NATIONAL GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Executive branch</li> </ul>

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	<ul style="list-style-type: none"> <li>• Local level – mayor and/or city manager at the municipal level. At the county level are county commissioners who are elected by the people and work together to govern the local community.</li> <li>• State level – governor, elected by the people</li> <li>• National level – President, elected by the people</li> <li>• Judicial branch             <ul style="list-style-type: none"> <li>• Local level – municipal court adjudicates misdemeanors, levies fines, and designates jail time; presided over by a municipal court judge. Each county has a county court with a county judge elected by the people. In Texas, state judges are elected.</li> <li>• State level – state court system adjudicates misdemeanors and felonies, levies larger fines, and designates prison time. Each court is presided over by a state district court judge.</li> <li>• National level –The Supreme Court adjudicates over judicial review. It is presided over by the Chief Justice. Supreme Court members are appointed by the President and confirmed by the Senate. Once appointed and confirmed, they serve for life. The Supreme Court oversees the constitutionality of a law and ensures that constitutional rights are not violated.                 <ul style="list-style-type: none"> <li>• There are also many federal courts throughout the country that handle federal offenses.</li> </ul> </li> </ul> </li> <li>• Legislative             <ul style="list-style-type: none"> <li>• Local level – city council members make city ordinances, develop a city budget, and approve expenditures. County commissioners act in much the same way for county government.</li> <li>• State level – bicameral- meaning we have a House of Representatives and a Senate. They pass state laws and approve the state’s budget.</li> <li>• National level – bicameral- meaning we have a House of Representatives and a Senate. They pass national laws, approve treaties, and write appropriations for national expenditures.</li> </ul> </li> </ul>
<p><b>3.9B</b></p>	<p><b>Identify local, state and national government officials and explain how they are chosen.</b></p> <p>Identify, Explain</p> <p>LOCAL, STATE AND NATIONAL GOVERNMENT OFFICIALS AND HOW THEY ARE CHOSEN</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Local – at the local level, government officials are mostly elected by the people from the community. Examples include the mayor, city council men/women, and other local officials.</li> <li>• State – at the state level, government officials are elected by the people from the state. Examples include the governor and state legislators.</li> <li>• National – at the national level, government officials are elected by the people. Representatives and Senators are elected by the people from their district and from their state. The president is elected through a process called the Electoral College.</li> </ul>
<p><b>3.9C</b></p>	<p><b>Identify services commonly provided by local, state and national governments.</b></p>

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	<p>Identify</p> <p>SERVICES PROVIDED BY LOCAL, STATE, AND NATIONAL GOVERNMENT</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Local             <ul style="list-style-type: none"> <li>• Ex: emergency, police, fire and medical, street lights, public utilities (e.g., water, gas, electric, trash), public transportation (e.g., streets, bridges, buses, subways, airport), cultural arts department, community development office, environmental office, convention and visitors center, public library, municipal court, mayor’s office, parks and recreation, zoo</li> </ul> </li> <li>• State             <ul style="list-style-type: none"> <li>• Ex: roads and bridges, state parks, state tourism, arts and cultural support, Department of Public Safety (e.g., drivers licenses, highway patrol)</li> </ul> </li> <li>• Nation             <ul style="list-style-type: none"> <li>• Ex: interstate highways, national defense, national parks, Social Security</li> </ul> </li> </ul>
<p>3.9D</p>	<p><b>Explain how local, state and national government services are financed.</b></p> <p>Explain</p> <p>HOW LOCAL, STATE AND NATIONAL GOVERNMENT SERVICES ARE FINANCED</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Local             <ul style="list-style-type: none"> <li>• Local governments generate revenue to pay for services from property and sales taxes and grants from the state and national governments. People living, working, or shopping in the local community pay the property and sales taxes.</li> </ul> </li> <li>• State             <ul style="list-style-type: none"> <li>• State governments generate revenue from user’s fees for parks, as well as driving, hunting, and fishing licenses.</li> <li>• State government generates revenue from a state income tax on individuals (but not in Texas).</li> <li>• Revenues are also generated from sales taxes, fines, fees, and federal funding for various projects.</li> </ul> </li> <li>• Nation             <ul style="list-style-type: none"> <li>• National government generates revenue from tariffs and income taxes.</li> </ul> </li> </ul>
<p>3.10</p>	<p><b><i>Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:</i></b></p>
<p>3.10A</p>	<p><b>Identify the purposes of the Declaration of Independence and the United States Constitution including the Bill of Rights.</b></p> <p>Identify</p>

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**PURPOSES OF FOUNDING DOCUMENTS**

Including, but not limited to:

- The Declaration of Independence
  - Purpose – declare the 13 colonies as independent states, free from rule by Great Britain
  - The Declaration of Independence was adopted by the Continental Congress on July 4, 1776. The committee appointed to write the Declaration of Independence included Benjamin Franklin, John Adams, Roger Sherman, Robert Livingston, and Thomas Jefferson. Thomas Jefferson wrote the majority of the declaration. In the preamble, Jefferson explained that it was necessary to list the reasons why the colonies sought their own government. In three sections, Jefferson outlined the reasons: 1) people have the right to control their own government; 2) the British government and King used their power unjustly to control the colonies; and 3) the colonies had tried to avoid separating from Britain, but Britain refused to cooperate. The most famous passage concerned the right to govern: "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among men, deriving their just power from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government."
- U.S. Constitution
  - Purpose – outline the powers of government
  - One of the foundations of the American system of government is the use of a written constitution defining the values and principles of government and establishing the limits of power.
- The Bill of Rights
  - Purpose – restrict the powers and authority of the federal government and establish/ensure basic rights to people
  - The Bill of Rights consists of the first ten amendments to the U.S. Constitution, ratified in 1791. The First Amendment protects several fundamental rights of U.S. citizens: freedom of religion, of speech, of the press, to assemble, and to petition. The next seven amendments guarantee other freedoms, including the right to a fair trial and the right to bear arms. Homes cannot be searched without reason, citizens should not be expected to house troops during peacetime, and those accused of crimes should be treated fairly before the law. The last two amendments further limit national power by granting to the states all powers not specifically assigned by the U.S. Constitution to the national government.

**3.10B Describe and explain the importance of "consent of the governed" as it relates to the functions of local, state, and national government.**

Describe, Explain

**IMPORTANCE OF "CONSENT OF THE GOVERNED" AS RELATED TO FUNCTIONS OF GOVERNMENT**

Including, but not limited to:

- Importance of "consent of the governed" in relation to local government

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	<ul style="list-style-type: none"> <li>• The people agree to have local representation run schools, prioritize the local community’s budget, set tax rates, and enforce city ordinances.</li> <li>• Importance of “consent of the governed” in relation to state government             <ul style="list-style-type: none"> <li>• The people agree to have state representation set and enforce state law, set fines, adjudicate over state criminal and civil judicial matters, and determine how state employees are hired and paid.</li> </ul> </li> <li>• Importance of “consent of the governed” in relation to national government             <ul style="list-style-type: none"> <li>• The people agree to have national representation create national laws, set taxes, create judicial review, and represent our country in world matters.</li> </ul> </li> </ul> <p>Consent of the governed – the authority of a government depends on the consent of the people. Consent is granted through the election process.</p>
<b>3.11</b>	<b><i>Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:</i></b>
<b>3.11A</b>	<p><b>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.</b></p> <p>Identify</p> <p>CHARACTERISTICS OF GOOD CITIZENSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Justice – doing what is right, like following the rules and laws that have been put in place in your school, community, and home</li> <li>• Truthfulness – being honest, doing what is right, taking responsibility for one’s action, and always telling the truth</li> <li>• Equality – an equal share for everyone, being fair, treating others equally, and the rules and consequences apply equally to everyone</li> <li>• Respect for oneself and others – to treat oneself and others positively and fairly</li> <li>• Responsibility in daily life – to always do the right thing</li> <li>• Participation in government by             <ul style="list-style-type: none"> <li>• Educating oneself about the issues – discussing current events with family, reading about current events in the newspaper and researching them on the Internet</li> <li>• Respectfully holding public officials to their word – writing letters to public officials to ask them to explain their decisions, attending civic affairs’ meetings to ask questions, writing letters of opinion to the newspaper about an issue</li> <li>• Voting – to anonymously express a preference for a candidate or issue</li> </ul> </li> </ul>
<b>3.11B</b>	<p><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.</b></p> <p>Identify</p>

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	<p>PEOPLE WHO EXEMPLIFY GOOD CITIZENSHIP</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Historical figures             <ul style="list-style-type: none"> <li>• Helen Keller – overcame the limits placed on her by being blind and deaf. She graduated from Radcliff College, wrote twelve books, and dedicated her life to improving the lives of people with blindness. She traveled the world speaking, raising money, and conducting research for the American Foundation for the Blind. She won the Presidential Medal of Freedom from President Lyndon Johnson.</li> <li>• Clara Barton – used her money and supplies to treat wounded Civil War soldiers; she was appointed by President Abraham Lincoln to find missing Union soldiers. She helped establish nursing as a skilled profession during the Civil War, and she founded the American Red Cross.</li> </ul> </li> <li>• Contemporary figures             <ul style="list-style-type: none"> <li>• Ruby Bridges – 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 to be the first African American child to attend an all-white, segregated school in the South.</li> <li>• Military members – 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.</li> <li>• First responders – 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.</li> </ul> </li> </ul>
<p>3.11C</p>	<p><b>Identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.</b></p> <p>Identify, Explain</p> <p>IMPORTANCE OF INDIVIDUAL ACTS OF CIVIC RESPONSIBILITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Obeying laws</li> <li>• Serving the community</li> <li>• Serving on a jury</li> <li>• Voting</li> </ul> <p>A sense of service and loyalty to the community is a key feature of citizens in a democracy. The continued success of a democratic society relies on its members' continued participation in the process by engaging in acts of civic responsibility.</p>
<p>3.12</p>	<p><b><i>Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:</i></b></p>
<p>3.12A</p>	<p><b>Give examples of community changes that result from individual or group decisions.</b></p>

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	<p>Give examples</p> <p>COMMUNITY CHANGES THAT RESULT FROM INDIVIDUAL OR GROUP DECISIONS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• A community evolves as members' input directs changes.</li> <li>• Examples:             <ul style="list-style-type: none"> <li>• Local elections such as school boards, city council, and mayor</li> <li>• Bond elections result in community improvements, such as new schools and roads</li> <li>• Decisions of mayor, school board, and city council</li> <li>• Business owners' decision about location and/or type of business</li> <li>• Community members' individual decisions improve, tear down, or rebuild one's home</li> <li>• Individual's decision to participate in local government by attending meetings, signing petitions, writing letters, and making one's voice and opinions heard</li> </ul> </li> </ul>
<p>3.12B</p>	<p><b>Identify examples of actions individuals and groups can take to improve the community.</b></p> <p>Identify</p> <p>EXAMPLES OF ACTIONS INDIVIDUALS AND GROUPS CAN TAKE TO IMPROVE THE COMMUNITY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Individuals             <ul style="list-style-type: none"> <li>• Local individuals whose actions have improved the community</li> <li>• Examples include: community leaders acting in the best interests of the community; individuals acting as advocates for others; philanthropists</li> </ul> </li> <li>• Groups             <ul style="list-style-type: none"> <li>• Local groups who whose actions have improved the community</li> <li>• Examples include volunteer organizations, such as those who clean up parks and roadsides, run recycling and conservation projects, and donate time and money for the good of the community.</li> </ul> </li> </ul>
<p>3.12C</p>	<p><b>Identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.</b></p> <p>Identify, Explain</p>

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	<p><b>EXAMPLES OF NONPROFIT AND/OR CIVIC ORGANIZATIONS AND HOW THEY SERVE THE COMMON GOOD</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Red Cross – nonprofit organization that provides for community members in the event of a natural disaster; founded by Clara Barton</li> <li>• Other possible examples: homeless shelter, soup kitchen, animal shelter, battered women’s shelter, United Way, Lion’s Club, Shriners, Civitans, Rotary Club, Kiwanis, others from the local community</li> </ul> <p>Common good – the idea that there is a shared sense of responsibility among members/citizens in a society that balances the needs of the individual</p>
<p><b>3.13</b></p>	<p><b><i>Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:</i></b></p>
<p><b>3.13A</b></p>	<p><b>Explain the significance of various ethnic and/or cultural celebrations in the local community, and other communities.</b></p> <p>Explain</p> <p><b>SIGNIFICANCE OF ETHNIC/CULTURAL CELEBRATIONS</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Local celebrations</li> <li>• Celebrations in other communities</li> </ul> <p>Ethnic and/or cultural celebrations – special events which celebrate the culture or ethnicity of a people. Cultural celebrations focus on the language, rituals, art, and material culture unique to a group of people. Celebrations focus on the culture of races or nationalities. Examples of ethnic and/or cultural celebrations include Cinco de Mayo, Juneteenth, local kolache festivals, and community fairs.</p> <p>Cultural heritage – people share characteristics of race, ethnicity, religion, education, and interests or social standing and also often share a body of customs, beliefs, social forms, and material traits. People who share these characteristics are members of culture groups.</p>
<p><b>3.13B</b></p>	<p><b>Compare ethnic and/or cultural celebrations in the local community with other communities.</b></p> <p>Compare</p> <p><b>ETHNIC AND/OR CULTURAL CELEBRATIONS IN THE LOCAL COMMUNITY WITH OTHER COMMUNITIES</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Example celebrations include: Oktoberfest, Cinco de Mayo, Celtic Festival, Mardi Gras, Westfest</li> <li>• Examples from local community</li> <li>• Examples from other communities</li> </ul> <p>Culture – includes the social structure, languages, belief systems, institutions, technology, art, foods, and traditions of particular groups of humans. The</p>

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	term defines a group's way of life, its view of itself, and others. Culture includes goods produced and used, skills developed, and traditions passed on to other generations. Culture is passed on to the next generation through the observance of traditional customs and holidays.
<b>3.14</b>	<b><i>Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:</i></b>
<b>3.14A</b>	<p><b>Identify and compare the heroic deeds of state and national heroes, including: Hector P. Garcia and James A. Lovell, and other individuals such as Harriett Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John “Danny” Olivas, and other contemporary heroes.</b></p> <p>Identify, Compare</p> <p>HEROIC DEEDS OF HEROES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• National heroes             <ul style="list-style-type: none"> <li>• James A Lovell – crew member on Apollo 8, the first manned ship to leave Earth’s gravitational influence; Commander of Apollo 13, first person to travel to the moon twice</li> <li>• Harriet Tubman – Born a slave, Tubman escaped to freedom in Philadelphia from Maryland in 1849, then led slaves to freedom on the Underground Railroad. She lived in St. Catherine’s, Ontario, after 1850 when the Fugitive Slave Act made it easy for slave traders to kidnap free slaves. The first Black Heritage series postage stamp, released in 1978, depicted Harriet Tubman, a woman who risked everything to liberate slaves.</li> <li>• Juliette Gordon Low – founder of the Girl Scouts</li> <li>• 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.</li> <li>• Ellen Ochoa – first Hispanic female astronaut to enter space. Holds a doctorate in electrical engineering and three patents for optical engineering systems. Currently Deputy Director of the Johnson Space Center.</li> </ul> </li> <li>• State heroes             <ul style="list-style-type: none"> <li>• Hector P. Garcia – descendant of Spanish land grantees, a physician, surgeon, WW II veteran, civil rights leader, founder of the American G.I. Forum to represent the interests of Hispanic veterans, recipient of the Presidential Medal of Honor</li> <li>• John ‘Danny’ Olivas – space shuttle astronaut from El Paso. Holds a doctorate in mechanical engineering from Rice University, and six patents</li> <li>• Other contemporary heroes – local veterans, first responders, community volunteers, and others who act heroically in the community</li> </ul> </li> </ul>
<b>3.14B</b>	<p><b>Identify and analyze the heroic deeds of individuals including military and first responders such as the Four Chaplains.</b></p> <p>Identify, Analyze</p>

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	<p><b>HEROIC DEEDS OF INDIVIDUALS</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Military members</li> <li>• First responders</li> <li>• The Four Chaplains – during WWII, four U.S. Army chaplains who gave their lives to save others when the USAT <i>Dorchester</i> sank</li> </ul>
<p><b>3.15</b></p>	<p><b><i>Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:</i></b></p>
<p><b>3.15A</b></p>	<p><b>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.</b></p> <p>Identify</p> <p><b>VARIOUS INDIVIDUAL WRITERS AND ARTISTS AND THEIR WORK AS EXAMPLES OF CULTURAL HERITAGE</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Kadir Nelson – artist and illustrator, two time Caldecott Award winner and Coretta Scott King Author Award winner</li> <li>• Tomie dePaola – writer and illustrator of over 200 books, winner of both Caldecott and Newberry awards</li> <li>• Phillis Wheatley – poet, first African American woman to be published in America</li> </ul> <p>Cultural heritage – people who share characteristics of race, ethnicity, religion, education, and interests or social standing and also often share a body of customs, beliefs, social forms, and material traits share cultural heritage. People who share these characteristics are members of culture groups from various communities.</p>
<p><b>3.15B</b></p>	<p><b>Explain the significance of various individual writers and artists including Carmen Lomas Garza, and Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings, and other examples of cultural heritage to various communities.</b></p> <p>Explain</p> <p><b>SIGNIFICANCE OF VARIOUS INDIVIDUAL WRITERS AND ARTISTS TO COMMUNITIES</b></p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Carmen Lomas Garza – artist and civil rights activist</li> <li>• Laura Ingalls Wilder – author of the “Little House on the Prairie” series</li> <li>• Bill Martin, Jr. – children’s author of over 300 books</li> <li>• Other examples of cultural heritage</li> </ul>

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<b>3.16</b>	<b><i>Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in communities around the world, past and present. The student is expected to:</i></b>
<b>3.16A</b>	<p><b>Identify scientists and inventors including Jonas Salk and Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as: Cyrus McCormick, Bill Gates, and Louis Pasteur.</b></p> <p>Identify</p> <p>SCIENTISTS AND INVENTORS WHO HAVE DISCOVERED SCIENTIFIC BREAKTHROUGHS OR CREATED OR INVENTED NEW TECHNOLOGY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Jonas Salk – American microbiologist who invented the vaccine to prevent polio. Jonas Salk was the oldest child of Jewish immigrants from Poland. He earned his medical degree from the New York University School of Medicine and then worked with Thomas Francis, Jr. at the University of Michigan in Ann Arbor, funded by a National Research Council fellowship. They developed a "killed-virus" vaccine to deter type A and B influenza viruses. In 1947 he moved to the Virus Research Laboratory at the University of Pittsburgh School of Medicine and built a lab to accommodate his research efforts. By 1952, Salk was ready to test his "killed-virus" polio vaccine and the trial inoculations began in 1954. By the end of 1955, seven million children were immunized and cases of polio were reduced by 96 percent. Salk's approach differed from that of Albert Sabin, the leading advocate of a live-virus polio vaccine. By 1958, Sabin's oral vaccine replaced Salk's intravenous shot, but Salk is still credited as having defeated polio. He founded the Salk Institute for Biological Studies in La Jolla, California, in 1960, earned the Presidential Medal of Freedom in 1977, and worked in the field of science until his death.</li> <li>• Maria Mitchell – discovered Miss Mitchell's Comet in 1848. She was the first female to join the American Academy of Arts and Sciences and the first faculty member appointed to Vassar College as a professor of astronomy.</li> <li>• Cyrus McCormick – invented the mechanical reaper. The son of a farmer/blacksmith/inventor, McCormick applied his talents to the invention, improvement, manufacture and marketing of a successful mechanical reaper, patented in 1834. Reapers, pulled by horses, cut the grain for harvesters to bind and stack in the fields. Prior to adoption of the mechanical reaper, a farmer could only plant as much wheat as he could harvest, since ripe wheat was easily ruined. The grain was often lost during harvest if the wheat was overripe, and storms could destroy entire crops. Labor was expensive because it was in great demand. The reaper allowed farmers to plant more wheat because they had the potential to harvest more. McCormick moved to Chicago in 1847 to take advantage of the growing market for reapers as wheat cultivation moved into the plains of the United States and Canada. Reapers and other machines revolutionized grain cultivation, and as the international grain trade increased after 1880 ,mechanization became more important. In 1902, his son Cyrus, Jr. merged McCormick Company with other firms to form International Harvester Company. It competed successfully with a half dozen other farm machinery manufacturers for worldwide distribution up to the late 1980s.</li> <li>• Bill Gates – Microsoft founder and one of the most influential persons in the world. He created an operating system that revolutionized the computer industry.</li> <li>• Louis Pasteur – French chemist who discovered that heat could kill bacteria which otherwise spoiled liquids, including wine and beer. He was the first to understand microscopic organisms, and a paper he published following his research with wine introduced the field of microbiology. He proved that the growth of bacteria resulted from germs in the air and not spontaneous generation. He applied the process of heating liquids to kill bacteria to other products including milk. The process is known as "pasteurization." In the 1870s, Pasteur applied his efforts toward human diseases, beginning with anthrax, a disease which affected animals and people. He also invented a vaccine to counter the effects of rabies. Pasteur directed the Pasteur</li> </ul>

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	Institute dedicated to rabies research until his death.
<b>3.16B</b>	<p><b>Identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on communities around the world.</b></p> <p>Identify</p> <p>IMPACT OF SCIENTIFIC BREAKTHROUGHS AND NEW TECHNOLOGY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Computers – the personal computer revolution and the advent of the Internet have globalized the information age (Bill Gates)</li> <li>• Pasteurization – has allowed for safe food storage and handling (Louis Pasteur)</li> <li>• Medical vaccines – one could use data from the Centers for Disease Control and the World Health Organization in studying the effects of vaccines on controlling pandemics on communities around the world (Jonas Salk)</li> </ul>
<b>3.17</b>	<b><i>Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources including electronic technology. The student is expected to:</i></b>
<b>3.17A</b>	<p><b>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.</b></p> <p>Research</p> <p>INFORMATION ABOUT THE COMMUNITY AND WORLD USING A VARIETY OF SOURCES</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Print sources (e.g., newspapers, books, and periodicals)</li> <li>• Oral sources (e.g., conversations, interviews)</li> <li>• Visual sources (e.g., maps, pictures, photographs, charts and graphs, film documentaries, and news reports)</li> <li>• Internet sources (e.g., internet searches, databases)</li> </ul>
<b>3.17B</b>	<p><b>Sequence and categorize information.</b></p> <p>Sequence, Categorize</p> <p>INFORMATION</p>
<b>3.17C</b>	<b>Interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting.</b>

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	<p>Interpret</p> <p>ORAL, VISUAL, AND PRINT MATERIAL</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Identify main idea</li> <li>• Identify cause and effect</li> <li>• Compare and contrast</li> <li>• Distinguish between fact and opinion</li> </ul>
<p><b>3.17D</b></p>	<p><b>Use various parts of a source, including the table of contents, glossary, and index, as well as key word Internet searches, to locate information.</b></p> <p>Use</p> <p>PARTS OF SOURCES TO LOCATE INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Glossary</li> <li>• Index</li> <li>• Table of contents</li> <li>• Key word internet searches</li> </ul>
<p><b>3.17E</b></p>	<p><b>Interpret and create visuals including graphs, charts, tables, timelines, illustrations, and maps.</b></p> <p>Interpret, Create</p> <p>VISUALS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Graphs</li> <li>• Charts</li> <li>• Tables</li> <li>• Timelines</li> <li>• Illustrations</li> </ul>

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	<ul style="list-style-type: none"> <li>• Maps</li> </ul>
<b>3.17F</b>	<p><b>Use appropriate mathematical skills to interpret social studies information such as maps and graphs.</b></p> <p>Use</p> <p>APPROPRIATE MATH SKILLS TO INTERPRET INFORMATION</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Maps</li> <li>• Graphs</li> </ul>
<b>3.18</b>	<p><b><i>Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</i></b></p>
<b>3.18A</b>	<p><b>Express ideas orally based on knowledge and experiences.</b></p> <p>Express</p> <p>IDEAS ORALLY BASED ON EXPERIENCES</p>
<b>3.18B</b>	<p><b>Use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas.</b></p> <p>Use</p> <p>TECHNOLOGY</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Technology</li> <li>• Examples: Word, Powerpoint, online databases, search engines, web pages</li> </ul> <p>Create</p> <p>WRITTEN AND VISUAL MATERIAL TO EXPRESS IDEAS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Written Material             <ul style="list-style-type: none"> <li>• Stories</li> <li>• Poems</li> </ul> </li> </ul>

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	<ul style="list-style-type: none"> <li>• Graphic organizers</li> <li>• Visual Material</li> <li>• Pictures</li> <li>• Maps</li> <li>• Graphic organizers</li> </ul>
<p><b>3.18C</b></p>	<p><b>Use standard grammar, spelling, sentence structure, and punctuation.</b></p> <p>Use</p> <p>WRITTEN SKILLS TO COMMUNICATE</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Standard grammar</li> <li>• Spelling</li> <li>• Sentence structure</li> <li>• Punctuation</li> </ul>
<p><b>3.19</b></p>	<p><b><i>Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:</i></b></p>
<p><b>3.19A</b></p>	<p><b>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.</b></p> <p>Use</p> <p>A PROBLEM-SOLVING PROCESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"> <li>• Identify a problem</li> <li>• Gather information</li> <li>• List and consider options</li> <li>• Consider advantages and disadvantages</li> <li>• Choose and implement a solution</li> <li>• Evaluate the effectiveness of the solution</li> </ul>

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<b>3.19B</b>	<p><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.</b></p> <p>Use</p> <p>DECISION-MAKING PROCESS</p> <p>Including, but not limited to:</p> <ul style="list-style-type: none"><li>• Identify a situation that requires a decision</li><li>• Gather information</li><li>• Identify options</li><li>• Predict consequences</li><li>• Take action to implement a decision</li></ul>
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