

Power Benchmarks

Social Studies Standard: Students investigate the development of society and the influence of history, geography, government, human behavior, and economics on individuals and cultures.

Third Grade

I. Economics Power Benchmark: *Students will be able to understand the nature of Iowa economies and their impact on the human condition.*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Understand that various institutions make up economic systems (families, workers, banks, labor unions, government agencies, small businesses, and large corporations)	<ul style="list-style-type: none"> • company • labor • business • management • corporation 	<ul style="list-style-type: none"> • Use a phone book to list different businesses in Davenport • Design a chart to display places of employment of family members • Interview parents, neighbors, friends about their job • Design and display a chart of the businesses in Davenport 	<ul style="list-style-type: none"> • 98 CG p. 121 • 98 CG p. 119 • Junior Achievement • Communities – Yellow Umbrella
b. Understand the role of money in everyday life.	<ul style="list-style-type: none"> • dollars • currency • coin • check • credit • wage 	<ul style="list-style-type: none"> • List the characteristics of money, and give examples of the way money is used • Set up a “store” with items priced for sale • Sell and buy items in a “store” making change • Read newspaper ads; “shop” using specified amount of money • Identify ways of earning, spending and saving money 	<ul style="list-style-type: none"> • Junior Achievement • 98 CG p. 10-111
c. Examine the distribution and use of natural resources in home, school, community, the nation, and the world.	<ul style="list-style-type: none"> • natural resource • environment • fuel • mineral • recycle 	<ul style="list-style-type: none"> • Explain how communities are dependent upon one another for goods and services • Explain how natural resources determine the economic development of Davenport and other Iowa communities • Construct an Iowa Natural Resources Map 	<ul style="list-style-type: none"> • Phone Book • Junior Achievement • 98 CG p. 129 • Community Resource - Rosen

Third Grade

I. Economics Power Benchmark: Students will be able to understand the nature of Iowa economies and their impact on the human condition (cont).

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
d. Be able to distinguish between goods and services.	<ul style="list-style-type: none"> • goods • services • scarcity • choices 	<ul style="list-style-type: none"> • Simulate an early trading post in Iowa to obtain goods or services without currency • Explain how supply and demand affect the price of a good or service • Give examples of how a simple business works 	<ul style="list-style-type: none"> • Junior Achievement • <i>All About Things People Do</i> - Scholastic
e. Be able to recognize examples of supply and demand.	<ul style="list-style-type: none"> • supply • demand • choices • scarcity • surplus • pricing 	<ul style="list-style-type: none"> • Explain how supply and demand affect the price of a good or service • Simulate overproduction of a game or toy that is not popular versus the demand for a game or toy that is hard to find in local stores • Explain what happens to the price of goods when the supply is reduced (scarce) • Explain what happens to the demand for a good when the price is reduced 	Junior Achievement
f. Understand the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system.	<ul style="list-style-type: none"> • profit • surplus • scarcity • location 	<ul style="list-style-type: none"> • Develop a community map creating and placing businesses based on optimal success in a competitive market system 	Junior Achievement

Third Grade

II. Geography Power Benchmark : *Students will be able to analyze the impact of location, place, human environmental interaction, movement, and region on the Iowa’s people.*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>a. Recognize the five themes of geography as stated by the National Council of Geographers: location, place, movement, human interaction with the environment, and regions.</p>	<ul style="list-style-type: none"> • geography • location • place • movement • human interaction • environment • regions • relative location • landmarks • absolute location 	<ul style="list-style-type: none"> • Identify the location of Iowa and Davenport in relative terms • Use reliable resources to locate the landforms which make Iowa unique • Use reliable resources to locate the landforms which make Davenport unique • Use a map to locate the major transportation routes across the state of Iowa • Discuss movement of goods along waterways and highways • Discuss movement of ideas across the state • Identify how people have changed the natural environment to meet their needs • Discuss the characteristics that make Iowa a part of the Midwest region 	<ul style="list-style-type: none"> • Nystrom Map Champ Atlas • Nystrom Atlas of Our Country (borrow from 4th grade) • 98 CG p. 65-69 • <i>Atlas in the Round</i> – Running Press • <i>Making Laws</i> – Lerner • <i>Communities</i> – Yellow Umbrella • <i>People Work</i> – Yellow Umbrella
<p>b. Be able to use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.</p>	<ul style="list-style-type: none"> • landforms • physical features • boundary lines • community • rural • urban • location 	<ul style="list-style-type: none"> • Explain how physical features and boundaries distinguish one location from another • Construct a “Where I Live” chart starting with Davenport and moving out to planet Earth 	<ul style="list-style-type: none"> • globe • atlas • 98 CG p. 65-69 • <i>Communities</i> – Yellow Umbrella

Third Grade

II. Geography Power Benchmark : *Students will be able to analyze the impact of location, place, human environmental interaction, movement, and region on the Iowa's people (cont).*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
c. Be able to interpret, use, and distinguish various representations of earth, such as maps, globes, and photographs.	<ul style="list-style-type: none"> • globe • hemisphere • sphere • equator • Prime Meridian • latitude • longitude • global address • poles • degrees • time zones 	<ul style="list-style-type: none"> • Demonstrate understanding that a globe is a representation of the earth • Explain the difference between a globe and a map • Identify seven continents and four oceans • Draw, identify and demonstrate use of a compass rose on a map • Interpret visuals including illustrations 	<ul style="list-style-type: none"> • 98 CG p. 65-69 • <i>Continents</i> – Children's Press
d. Use appropriate resources, data sources, and geographic tools.	<ul style="list-style-type: none"> • atlas • grid system • data base • graph • charts 	<ul style="list-style-type: none"> • Identify and use symbols to locate places on a map • Research and list characteristics of your city, state, and country 	<ul style="list-style-type: none"> • 98 CG p. 70 • Nystrom Atlas Internet
e. Understand how people build places, homes, playgrounds, and classrooms based on personality, cultures, wants, and needs.	<ul style="list-style-type: none"> • culture • wants/needs • duplex • apartment • trailer park • single family • shelter 	<ul style="list-style-type: none"> • Examine why so many communities are located near lakes, rivers, or oceans • Identify landforms and geographic features that help determine settlement • Explain how interaction with the environment results in change • Examine different types of shelter and homes that have been built in the Quad Cities • Investigate the decisions about the configuration of the school playground equipment • Examine the newest structures at home, school and throughout the community 	98 CG p. 73-74

Third Grade

II. Geography Power Benchmark: *Students will be able to analyze the impact of location, place, human environmental interaction, movement, and region on the Iowa's people (cont).*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
f. Understand directions.	<ul style="list-style-type: none"> • compass rose • cardinal directions • north & south • east & west • intermediate directions • northeast and northwest • southeast and southwest 	<ul style="list-style-type: none"> • Participate in week long Iowa map lesson "Trip Across Iowa" prepared by Kevin Dighton 	<ul style="list-style-type: none"> • Iowa DOT road map available at Welcome Centers across Iowa • 98 CG p.67-68
g. Understand the purpose of a globe.	<ul style="list-style-type: none"> • globe • hemisphere • sphere • equator • Prime Meridian • latitude • longitude • global address • poles • degrees • time zones 	<ul style="list-style-type: none"> • Identify and label the oceans, continents, hemispheres, equator, latitude and longitude lines. 	98 CG p. 68
h. Be able to use a globe to locate information.	<ul style="list-style-type: none"> • mountain • hills • plateau • plains • ocean • island • swamp • desert • river • prairie • rain forest • forest 	<ul style="list-style-type: none"> • Identify various geographic features using a globe. 	98 CG p. 70

Third Grade

II. Geography Power Benchmark: *Students will be able to analyze the impact of location, place, human environmental interaction, movement, and region on the Iowa's people (cont).*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
<p>i. Locate and describe varying landforms and geographic features and explain their relationships with the ecosystem.</p>	<ul style="list-style-type: none"> • ecosystem 	<ul style="list-style-type: none"> • Discover and name endangered species in Iowa and their place in Iowa ecosystems • Examine effects of pollution on local and state waterways • Read, Discuss Page 8 <i>From Sea to Shining Sea IOWA</i> 	<ul style="list-style-type: none"> • 98 CG p. 70-72 • 98 CG p. 73-75 • 98 CG p. 86 • 98 CG p. 87-88 • Complete worksheet 98 CG p. 82 • <i>Atlas in the Round</i> – Running Press

Third Grade

III. History Power Benchmark: *Students will be able to understand the formation, development, and change of Iowa's societies through time.*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Understand that different cultures have different customs.	<ul style="list-style-type: none"> • culture • custom 	<ul style="list-style-type: none"> • Examine way of life followed by a group of people: their clothing, food, music, art, religion, holidays, customs, stories, and games to determine various facts of a group's culture • Discuss the importance of national holidays to our country's history 	<ul style="list-style-type: none"> • 98 CG p. 94-96 • This is the Way We Go to School – Scholastic • <i>Life on a Pioneer Homestead</i> – Heinmann • <i>Holidays Around the World</i> – Children's Press • <i>Families</i> – Harper Collins
b. Understands that the past influences the present.	<ul style="list-style-type: none"> • time line • decade • century • ancestors 	<ul style="list-style-type: none"> • Design, develop, and draw a personal time line • Describe how individuals, events, and ideas have changed our community and state 	98 CG p. 98
c. Explore regional folklore and cultural contributions that help form our heritage.	<ul style="list-style-type: none"> • folklore 	<ul style="list-style-type: none"> • Research and present information about a famous Iowan • Identify contributions of current and historic individuals 	<ul style="list-style-type: none"> • <i>From Sea to Shining Sea</i> • 98 CG p. 47-53 • 98 CG p. 18-19
d. Understand people affect their communities.	<ul style="list-style-type: none"> • statesman • heritage 	<ul style="list-style-type: none"> • Identify contributions of current and historic individuals 	98 CG p. 18-19
e. Understand and use a timeline.	<ul style="list-style-type: none"> • century • decade 	<ul style="list-style-type: none"> • Develop a simple time line of events that have occurred in the past month, year, decade, etc. • Design a personal time line • Interpret different time lines found in texts 	98 CG p. 98
f. Understand the history of their community.		<ul style="list-style-type: none"> • Take a study trip to the Colonel Davenport House and other early landmarks to recognize the city founders 	<ul style="list-style-type: none"> • 98 CG p. 97-98 Read Page 4 <i>From Sea to Shining Sea Iowa</i> and complete Worksheet 98 CG p. 81
g. Understand the history of indigenous peoples who lived in Iowa.	<ul style="list-style-type: none"> • Native Americans • Mound Builders • Sac Fox • indigenous 	<ul style="list-style-type: none"> • Explain how the natural environment influenced the way Native Americans dressed, built houses, and obtained food 	98 CG p. 100-101

Third Grade

III. History Power Benchmark: *Students will be able to understand the formation, development, and change of Iowa's societies through time (cont).*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
h. Understand the interaction and influence of the immigrants who came to Iowa.	<ul style="list-style-type: none"> • ethnic group • immigrant 	<ul style="list-style-type: none"> • Discuss ways that cultural groups are alike and different and ways they work together and cooperate • Construct a map to show family origins in the U.S. and the World 	<ul style="list-style-type: none"> • 98 CG p. 105 • <i>Immigrant Kids</i> – Scholastic
i. Understand how human needs, ideas, issues, and events influence the past and present.	<ul style="list-style-type: none"> • pioneer • homesteader 	<ul style="list-style-type: none"> • Identify the homesteader's need for land • Identify the routes of the earliest railroads through Iowa and the impact they had on immigration and city development 	Read-Aloud books about Westward Movement
j. Understand the significance and changes brought about by scientific discoveries and technological inventions		<ul style="list-style-type: none"> • Identify inventors who have developed new technologies and explain their impact on daily life 	Read-Aloud books about inventors

Third Grade

IV. Political Science Power Benchmark: Students will be able to identify and analyze Iowa’s various governments, emphasizing the role of the citizen in a participatory government.

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Understand that rules and procedures contribute to an effective family and community.	<ul style="list-style-type: none"> • rules • procedures • consequences • expectations • laws 	<ul style="list-style-type: none"> • Examine why families, schools, and communities need rules or laws • Engage the class in a community circle to create classroom procedures • Compare and contrast the school’s student council to city, state, or national government 	98 CG p. 37-39
b. Understand that rules and procedures contribute to an effective classroom, school, or community.	<ul style="list-style-type: none"> • rules • procedures • consequences • expectations • laws 	<ul style="list-style-type: none"> • Practice classroom procedures • Identify how people in Iowa formed communities to gain security and live under fair laws 	98 CG p. 12-15
c. Understand and practice good citizenship.	<ul style="list-style-type: none"> • citizen • citizenship 	<ul style="list-style-type: none"> • Identify characteristics of good citizenship (justice, truth, equality) • Identify ordinary people who exemplify good citizenship • Examine and demonstrate good citizenship at school • Identify historic figures who exemplify good citizenship such as Ronald Reagan 	<ul style="list-style-type: none"> • 98 CG p. 18-19 • <i>I’m Going to Be a Police Officer</i> - Scholastic
d. Understand school, city, state, and national identities. <ul style="list-style-type: none"> • flags, symbols, anthems, pledges • customs, commemorations, and celebrations • mottoes 	<ul style="list-style-type: none"> • emblem • symbols • flag • pledge • customs • commemorations • celebrations • motto 	<ul style="list-style-type: none"> • Identify Iowa’s flag, bird, tree, etc. • Identify Iowa’s motto and nickname • Explain the significance of and compare different ethnic or cultural celebrations in city, state, country 	<ul style="list-style-type: none"> • <i>From Sea to Shining Sea: Iowa</i> CG p 56-57 • Use appropriate read alouds • Try to locate a copy of <i>The Two Mrs. Gibsons</i> • <i>The Pledge of Allegiance</i> – Scholastic

Third Grade

IV. Political Science Power Benchmark: *Students will be able to identify and analyze Iowa’s various governments, emphasizing the role of the citizen in a participatory government (cont).*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
e. Understand the levels of government (local, state, and national).	<ul style="list-style-type: none"> • mayor • governor • president • election • voting 	<ul style="list-style-type: none"> • Discuss and identify the community services provided by local governments • Identify local government officials and explain how they are chosen • Discuss the significance of majority rule 	<ul style="list-style-type: none"> • 98 CG p. 37-39, 58-60, 63 • <i>The Presidents Work</i> – Lerner • <i>What is a Government</i> – Celebrations Press
f. Understand the freedoms, rights, and responsibilities of citizens and practice good citizenship	<ul style="list-style-type: none"> • pledge • rights • responsibilities • citizen • citizenship 	<ul style="list-style-type: none"> • Identify characteristics of good citizenship (justice, truth, equality) • Identify ordinary people who exemplify good citizenship • Examine and demonstrate good citizenship at school • Identify historic figures who exemplify good citizenship such as Ronald Reagan 	98 CG p. 18-19

Third Grade

V. Behavioral Science Power Benchmark: *Students will be able to understand the interactions of the individual and society and analyze human behavior and the range of its influences on human development to promote lifelong wellness.*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
a. Be able to use skills for life independently and cooperatively to accomplish goals.	<ul style="list-style-type: none"> • caring • teamwork • responsibility • effort • initiative • perseverance • common sense • cooperation • goal setting • personal best • rights • responsibilities 	<ul style="list-style-type: none"> • Identify and define each Skill for Life as designated by the DCSD • Define and implement personal best 	<ul style="list-style-type: none"> • 98 CG p. 33-35, 11 • 98 CG p. 24 • 2nd Step • <i>Sportsmanship</i> – Bridgestone Books • <i>Caring</i> – Bridgestone Books • <i>Iowa</i> – Learner Publications • <i>Being Kind</i> – Gareth Stevens Publishing
b. Be able to use appropriate behavior for school activities.	<ul style="list-style-type: none"> • rights • responsibilities • consequences • expectations 	<ul style="list-style-type: none"> • Model appropriate behavior during school assemblies, function, study trips, museums, memorials, parades, etc. 	98 CG p. 24-27 2 nd Step
c. Be able to describe the ways family gender, ethnicity, nationality, and organizations contribute to personal identity.	<ul style="list-style-type: none"> • ancestors • race • racism • tolerance • equality • prejudice • identity 	<ul style="list-style-type: none"> • Discuss how we recognize (honor) people in our own families or home • Discuss how we recognize (honor) people at school or in the community • Construct a family tree which shows ancestry • Access Civil Rights Commission curriculum concerning five programs: African Americans / Arab Americans / Asian Americans / Hispanic Americans / Native Americans 	Davenport Civil Rights Commission
d. Be able to identify and describe ways family, groups, and communities change over time..		<ul style="list-style-type: none"> • Discuss how events can impact the change of a family. 	98 CG p. 73, 74

Third Grade

V. Behavioral Science Power Benchmark: *Students will be able to understand the interactions of the individual and society and analyze human behavior and the range of its influences on human development to promote lifelong wellness (cont).*

Grade Level Benchmark	Vocabulary	Skills	Classroom Resources
e. Explore factors that contribute to one's personal identity.	<ul style="list-style-type: none"> • diversity • perception • capability 	<ul style="list-style-type: none"> • Discuss Multiple Intelligences • Discuss individual differences such as interests, capabilities and perceptions. • Discuss diversity • Discuss the characteristics which make you unique 	
f. Be able to analyze a particular event to identify reasons individuals might respond to it in different ways.		<ul style="list-style-type: none"> • Use the 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 	<ul style="list-style-type: none"> • 98 CG p. 94 • 2nd Step
g. Understand how the arts express cultural heritage and our humanity.		<ul style="list-style-type: none"> • Collaborate with music, art, and PE staff to design cross curricular activity • Write a personal narrative 	98 CG p. 95-96