

## Kindergarten - Third Grade Learning Expectations

### 1.0 *Culture*

- 1.01 Understand the diversity of human cultures.
- 1.02 Discuss cultures and human patterns of places and regions of the world.
- 1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.

### 2.0 *Economics*

- 2.01 Describe potential costs and benefits of personal economic choices in a market economy.
- 2.02 Give examples of the interaction of businesses and governments in a market economy.
- 2.03 Understand fundamental economic concepts.

### 3.0 *Geography*

- 3.01 Understand how to use maps, globes, and other geographic representations, tools, and technologies to acquire, process and report information from a spatial perspective.
- 3.02 Recognize the interaction between human and physical systems around the world.
- 3.03 Demonstrate how to identify and locate major physical and political features on globes and maps.

### 4.0 *Governance and Civics*

- 4.01 Discuss the structure and purposes of governance.
- 4.02 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice.
- 4.03 Understand the rights, responsibilities, and privileges of citizens living in a democratic republic.
- 4.04 Recognize the qualities of a contributing citizen in our participatory democracy.

### 5.0 *History*

- 5.01 Identify major events, people, and patterns in Tennessee, United States, and world history.
- 5.02 Understand the place of historical events in the context of past, present, and future.
- 5.03 Explain how to use historical information acquired from a variety of sources.

### 6.0 *Individuals, Groups, and Interactions*

- 6.01 Recognize the impact of individual and group decisions on citizens and communities.
- 6.02 Understand how groups can impact change at the local, state, national, and world levels.

**Third Grade Student Performance Indicators by Content  
Tennessee Social Studies Curriculum Standards**

*1.0 Culture*

- 3.1.spi.1 Recognize some of the major components of a culture (i.e., language, clothing, food, art, and music). (Eras 1-10)
- 3.1.spi.2 Determine similarities and differences in the ways different cultural groups address basic human needs (i.e., food, water, clothing, and shelter by interpreting pictures). (Eras 1-10)
- 3.1.spi.3 Differentiate the cultural population distribution in the United States using a bar graph. (Eras 1-10)

*2.0 Economics*

- 3.2.spi.1 Distinguish the difference between a natural resource and finished product. (Eras 1-10)
- 3.2.spi.2 Interpret a map showing agricultural and industrial areas. (Eras 4-10)
- 3.2.spi.3 Distinguish between import and export. (Eras 1-10)
- 3.2.spi.5 Differentiate between money and barter economies. (Eras 1-8)

*3.0 Geography*

- 3.3.spi.1 Identify the major physical components of the world (i.e., oceans, equator, continents, and hemispheres). (Eras 1-10)
- 3.3.spi.2 Recognize and use a map key. (Eras 1-10)
- 3.3.spi.3 Find a specific location on a school or community map. (Eras 1-10)
- 3.3.spi.4 Use absolute and relative locations to identify places on a map (i.e., north, south, east, west, borders, lines of longitude and latitude, the equator, the north and south poles). (Eras 1-10)
- 3.3.spi.5 Identify basic components of earth's systems (i.e., land forms, water, climate and weather). (Eras 1-10)
- 3.3.spi.6 Utilize skills to locate a place using cardinal directions and symbols given an appropriate map with a key. (Eras 1-10)
- 3.3.spi.7 Determine the climate of a specific region of the world using a map. (Eras 1-10)
- 3.3.spi.8 Differentiate the distinguishing characteristics of ecosystems (i.e., deserts, grasslands, rain forests). (Eras 1-10)
- 3.3.spi.9 Recognize the identifying characteristics of certain geographic features (i.e., peninsula, islands, continents, mountains, rivers, deserts, oceans, and forests). (Eras 1-10)

*5.0 History*

- 3.5.spi.1 Label historical events as past, present and future. (Eras 1-10)
- 3.5.spi.2 Use a timeline to determine the order of a historical sequence of events. (Eras 1-10)
- 3.5.spi.3 Read and interpret facts from a historical passage. (Eras 1-10)

**Third Grade Student Performance Indicators by Content  
Tennessee Social Studies Curriculum Standards**

*6.0 Individuals, Groups, and Interactions*

- 3.6.spi.1 Classify needs and wants using pictures of common items (i.e., food, cleaning products, clothes, candy, makeup). (Eras 1-10)
- 3.6.spi.2 Distinguish between conflict and cooperation within group interactions as represented by pictures. (Eras 1-10)
- 3.6.spi.3 Recognize major global concerns (i.e., pollution, conservation of natural resources, global warming, destruction of rain forest). (Eras 6-10)