

## Third Grade Study Guide: Hands On Alaska

Gallery-intro to all things Alaskan...

Third Grade Social Studies TEKS Introduction

Social Studies Objectives:

(1) In Grade 3, students learn how 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, 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; folktales, myths, and legends; and poetry, songs, and artworks is encourage

Theatre: first Iditarod

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Language: b) Knowledge and skills.

(1) Listening/speaking/purposes. The student listens attentively and engages actively in various oral language experiences. The student is expected to:

- (A) determine the purpose(s) for listening such as to get information, to solve problems, and to enjoy and appreciate (K-3);
- (B) respond appropriately and courteously to directions and questions (K-3);
- (C) participate in rhymes, songs, conversations, and discussions (K-3);
- (D) listen critically to interpret and evaluate (K-3);
- (E) listen responsively to stories and other texts read aloud, including selections from classic and contemporary works (K-3); and
- (F) identify the musical elements of literary language, including its rhymes, repeated sounds, or instances of onomatopoeia (2-3).

(2) Listening/speaking/culture. The student listens and speaks to gain knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to:

(A) connect experiences and ideas with those of others through speaking and listening (K-3); and

(B) compare language and oral traditions (family stories) that reflect customs, regions, and cultures (K-3).

(3) Listening/speaking/audiences/oral grammar. The student speaks appropriately to different audiences for different purposes and occasions. The student is expected to:

(A) choose and adapt spoken language appropriate to the audience, purpose, and occasion, including use of appropriate volume and rate (K-3);

(B) use verbal and nonverbal communication in effective ways such as making announcements, giving directions, or making introductions (K-3);

(C) ask and answer relevant questions and make contributions in small or large group discussions (K-3);

(D) present dramatic interpretations of experiences, stories, poems, or plays (K-3); and

(E) gain increasing control of grammar when speaking such as using subject-verb agreement, complete sentences, and correct tense (K-3):

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Art: the totem pole

TEKS for Art, Grade 3

§117.11. Art, Grade 3.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Students rely on their perceptions of the environment, developed through increasing visual

awareness and sensitivity to surroundings, memory, imagination, and life experiences, as a source for creating artworks. They express their thoughts and ideas creatively, while challenging their imagination, fostering reflective thinking, and developing disciplined effort and problem-solving skills.

(2) By analyzing artistic styles and historical periods students develop respect for the traditions and contributions of diverse cultures. Students respond to and analyze artworks, thus contributing to the development of lifelong skills of making informed judgments and evaluations.

b) Knowledge and skills.

(3.1) Perception.

The student develops and organizes ideas from the environment.

The student is expected to:

(A) identify sensory knowledge and life experiences as sources for ideas about visual symbols, self, and life events; and

(B) identify art elements such as color, texture, form, line, space, and value and art principles such as emphasis, pattern, rhythm, balance, proportion, and unity in artworks.

(3.2) Creative expression/performance.

The student expresses ideas through original artworks, using a variety of media with appropriate skill.

The student is expected to:

(A) create artworks based on personal observations and experiences;

(B) develop a variety of effective compositions, using design skills; and

(C) produce drawings, paintings, prints, constructions, ceramics, and fiber art, using a variety of art materials appropriately.

**(3.3) Historical/cultural heritage.**

The student demonstrates an understanding of art history and culture as records of human achievement.

The student is expected to:

- (A) compare content in artworks from the past and present for various purposes such as telling stories and documenting history and traditions;
- (B) compare selected artworks from different cultures; and
- (C) relate art to different kinds of jobs in everyday life.

**(3.4) Response/evaluation.**

The student makes informed judgments about personal artworks and the artworks of others.

The student is expected to:

- (A) identify general intent and expressive qualities in personal artworks; and
- (B) apply simple criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.