

Grade 3

Adopted 2002

Financial and Resource Management

- A.** Identify money denominations, services and material resources available as trade-offs within the home, school and community. 11.1.3.A

- B.** Define the components of a spending plan (e.g., income, expenses, savings). 11.1.3.B

- C.** Explain the need for shelter for the purpose of safety, warmth and comfort. 11.1.3.C

- D.** Explain consumer rights and responsibilities.
 - To be safe
 - To be informed
 - To be heard
 - To choose
 - To redress11.1.3.D

- E.** Explain the relationship between work and income. 11.1.3.E

- F.** Describe criteria needed to identify quality in consumer goods and services (e.g., food, clothing, furniture, home technology, health care, transportation, services). 11.1.3.F

- G.** Identify the services that communities provide for individuals and families. 11.1.3.G

Balancing Family, Work and Community Responsibility

- A.** Examine consequences of family, work or career decisions. 11.2.3.A

- B.** Identify the importance of routines and schedules while differentiating between short and long term goals. 11.2.3.B

- C.** Indicate the benefits and costs of working as an individual or as a team member and of being a leader or follower. 11.2.3.C

- D.** Explain the importance of organizing space for efficiency and a sense of comfort (e.g., desk space, classroom space). 11.2.3.D

- E.** Analyze the effectiveness of technology used for school and home in accomplishing the work of the family (e.g., security, entertainment, communication, education). 11.2.3.E

- F.** Explain daily activities that fulfill family functions in meeting responsibilities (e.g., economic, emotional support, childcare and guidance, housekeeping, maintaining kinship, providing recreation). 11.2.3.F

G. Identify the life stages by identifying their developmental task (e.g., infant, preschooler, school age, teen-age, adult, senior citizen). 11.2.3.G

H. Identify how to resolve conflict using interpersonal communications skills.Speaking and listeningI messagesActive listeningChecking for understandingFollowing directionsEmpathyFeedback 11.2.3.H

Food Science and Nutrition

A. Know the production steps that a food travels from the farm to the consumer. 11.3.3.A

B. Describe personal hygiene techniques in food handling (e.g., handwashing, sneeze control, signs of food spoilage). 11.3.3.B

C. Explain the importance of eating a varied diet in maintaining health. 11.3.3.C

D. Classify foods by food group within the food guide pyramid including the serving size and nutrient function within the body. 11.3.3.D

E. Define energy-yielding nutrients and calories. 11.3.3.E

F. Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques). 11.3.3.F

G. Classify foods according to senses (e.g., taste, touch, smell, mouth feel, sight, sound). 11.3.3.G

Child Development

A. Identify characteristics in each stage of child development.Infancy/BIRTH TO 1 YEAREarly childhood/1 TO 6 YEARSMiddle childhood/6 TO 9 YEARSLate childhood/NINE - 13 YEARSAdolescence/13 - 18 YEARS 11.4.3.A

B. Identify health and safety needs for children at each stage of child development. 11.4.3.B

C. Identify the characteristics of a learning environment. 11.4.3.C

D. Identify community resources provided for children. 11.4.3.D

E. Explain how the home and community help a person learn to read, write and compute. 11.4.3.E
