

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

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- G.** Identify the life stages by identifying their developmental task (e.g., infant, pre-schooler, school age, teen-age, adult, senior citizen). 11.2.3.G
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- H.** Identify how to resolve conflict using interpersonal communications skills.Speaking and listeningI messagesActive listeningChecking for understandingFollowing directionsEmpathyFeedback 11.2.3.H
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Food Science and Nutrition

- A.** Know the production steps that a food travels from the farm to the consumer. 11.3.3.A
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- B.** Describe personal hygiene techniques in food handling (e.g., handwashing, sneeze control, signs of food spoilage). 11.3.3.B
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- C.** Explain the importance of eating a varied diet in maintaining health. 11.3.3.C
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- 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
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- E.** Define energy-yielding nutrients and calories. 11.3.3.E
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- F.** Identify components of a basic recipe (e.g., volume, weight, fractions, recipe ingredients, recipe directions, safety techniques). 11.3.3.F
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- G.** Classify foods according to senses (e.g., taste, touch, smell, mouth feel, sight, sound). 11.3.3.G
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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
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- B.** Identify health and safety needs for children at each stage of child development. 11.4.3.B
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- C.** Identify the characteristics of a learning environment. 11.4.3.C
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- D.** Identify community resources provided for children. 11.4.3.D
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- E.** Explain how the home and community help a person learn to read, write and compute. 11.4.3.E
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