

ATTACK OF THE CHICKEN NUGGET MAN



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Teaching Standards through Story

A subject-integrated strategic reader aligned with the third grade Georgia Performance Standards for language arts, math, science, and social studies

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First Edition | Grade 3 | Georgia Performance Standards

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This book was created to integrate subjects into a standards-driven reader for third grade students in Georgia. Versions for other grades and states are currently in development. For ordering information or educational discounts, please contact us at orders@FunTestPrep.com.

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Get busy living...

Dedicated to every kid who has ever had trouble with reading comprehension—

It is my hope that this book can help you turn the page on that struggle.

...Or get busy frying.

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The Lexile Framework[®] for Reading (www.Lexile.com) is a scientific approach to measuring reading ability and the difficulty of reading materials. The Lexile Framework includes a Lexile[®] measure and the Lexile scale. A Lexile measure represents both the difficulty of a text, such as a book or article, and an individual's reading ability. Lexile measures are expressed as numeric measures followed by an "L" (e.g., 850L), and are placed on the Lexile scale. The Lexile scale is a developmental scale for measuring reader ability and text difficulty, ranging from below 200L for beginning readers and beginning-reader materials to above 1700L for advanced readers and materials. Knowing the Lexile measures of a reader and text helps to predict how the text matches the reader's ability—whether the text may be too easy, too difficult or just right. All Lexile products and services rely on the Lexile measure and Lexile scale to match reader with text.

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A MESSAGE TO PARENTS

Attack of the Chicken Nugget Man isn't a typical children's book. It is highly engaging, educational, and driven by standards. Standards are course concepts approved by a state's board of education and/or public instruction agency. They are the skills and concepts taught and tested in schools. This book covers third grade concepts from the Georgia Performance Standards (GPS) in preparation for the Criterion-Referenced Competency Test (CRCT).

Teachers are experts at delivering standards-driven instruction, but standards should not just be taught at school. To help you teach standards at home, you'll see tiny subscripts next to sentences (e.g., M17) throughout this book. The subscripts correlate to a table of referenced standards at the end of the book. If your child is struggling to answer questions encountered in the book that relate to a particular standard, tell the teacher the standard number and description. Children aren't going to master standards just by reading this book. The references to standards are, as we call it in education, teachable moments. It is up to you to discuss the referenced standards with children, ask follow-up questions, and to check for understanding.

Written by an experienced educator, this book was designed to exemplify the principles of instructional best practices, strategic reading, and subject integration. Most books take on the "read first, ask questions later" mentality. Comprehension questions don't create strategic readers. Strategic reading creates strategic readers. Comprehension questions are just one component of quality reading instruction. The comprehension questions in this book are primarily higher-order questions that are often used in high-stakes tests and ask more than "Who is the main character?" They require kids to think critically and creatively.

Some children don't know how to engage in active, strategic reading. They need constant reminders to empathize with characters, check for understanding, and reread when necessary. Such reminders are embedded in this story to help kids self-monitor and avoid passive reading. The book doesn't use a lecturing tone. It weaves subtle curriculum references and sidesplitting humor into an engaging work of fiction that makes learning fun.

This book is not a book about kids with perfect behavior. Some characters are silly, a few are bullies, and one even has a tendency to stick things up his nose. The narrator explains, in a kid-friendly tone, why poor behavioral choices are problematic and prompts readers to suggest more responsible replacement behaviors. We encourage you to read it yourself to ensure that it is up to *your* standards.

Please send comments, suggestions, and student success stories to feedback@FunTestPrep.com.

A MESSAGE TO EDUCATORS

We know your plight. You have to prepare your students to pass the CRCT using a limited array of resources. Textbooks will teach standards but won't necessarily win any awards for student engagement or readability. Fiction books are often highly engaging, but don't teach specific state standards. Nonfiction books are full of pictures and tend to teach broader standards, but it's hard to find any that teach the specific concepts addressed in the Georgia Performance Standards (GPS). Face it, you don't find nonfiction books stuck to the foreheads of reluctant readers (unless you haven't spelled out the rules for glue usage in your classroom).

Developed by a former educator and published by an educational nonprofit agency, *Attack of the Chicken Nugget Man* makes test prep fun by teaching to the curriculum, not just the test. It was written for students reading at a third grade level to prevent text complexity from interrupting the strategic reading process. This high-interest children's book incorporates:

- Instructional support traditionally only found in textbooks
- Humor, literary style, and engagement of bookstore fiction
- Readability and fluency-building text structure of guided reading materials
- Built-in higher order Bloom's Taxonomy questions (analysis, synthesis and evaluation)
- Vocabulary pictures to assist English Language Learners (ELLs) and struggling readers
- Open-ended comprehension questions that promote creativity
- 100 percent of the third grade Georgia Performance Standards for language arts, math, science, and social studies

One of the best features of *Attack of the Chicken Nugget Man* is the built-in teacher. Think about how often you remind your students to pay attention and interact with the text. Wouldn't it be great if books could do this for you? Well, you'll love the fact that, as part of the plot, the narrator in *Attack of the Chicken Nugget Man* uses kid-friendly language to constantly instruct students to perform strategic reading steps such as activating prior knowledge, making connections and predictions, and rereading.

You can use *Attack of the Chicken Nugget Man* as a remediation tool, guided or independent reader, read-aloud, or for literature circles. The standards table at the end of the book lists the course concepts referenced on each page for you to use as a segue to a more detailed lesson on that concept. The references to standards in the text are often subtle and are meant to serve as teachable moments, not as substitutes for rigorous instruction.

Please send comments, suggestions, and student success stories to feedback@FunTestPrep.com.

HOW TO USE THIS BOOK

A guide for...

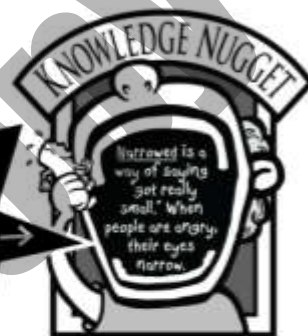
Parents
Educators

and everyone interested in
making reading fun for children!

E23 is a code for a standard. The letter in the code indicates the subject that the sentence is teaching (E=English/Language Arts/Reading, M=Math, S=Science, SS=Social Studies). If you're looking for more information on a particular standard, the numbers in the codes indicate the row to reference in the standards table located in the back of the book.

states E23

Knowledge Nuggets are fact boxes. Read them together and ask questions to make sure children understand the concepts presented.



When children see a difficult word, challenge them by asking what words might make sense in that sentence. Many tricky words have a picture to help struggling readers.



What fraction of the cheeseburger did Chris eat? M6, MS

An excerpt from the standards table in the back of the book: M6 means this is the 6th math standard (educational concept) for Georgia. The GPS # is the code that Georgia educators use to identify the standard.

These wavy boxes have important reminders, tips, and questions to help children engage in strategic reading. Read them with children and make sure they are following the directions or answering the questions.

REFERENCE NUMBER	SUBJECT	GPS #	DESCRIPTION OF STANDARD
M6	Math	M3M1	Students will further develop their understanding of the concept of time by determining elapsed time of a full, half, and quarter-hour.

CRITICAL THINKING QUESTIONS

At the end of each chapter, you'll find higher order Bloom's Taxonomy questions — critical thinking questions that force kids to think more deeply about what they have read. Teachers are trained to use these kinds of questions in their classrooms.

ANALYSIS QUESTIONS challenge students to break important concepts into parts.

For the _____ of Smelly Socks _____ questions!

Analysis Question
Really bad things happened when Chris talked Smelly Sam into sticking socks up his nose. What are some other bad things that could have happened? ^{218, 219}

Synthesis Question
If you were Chris, what would you do to get rid of the sock? ^{218, 219}

SYNTHESIS QUESTIONS challenge students to combine concepts into new, meaningful ideas.

Evaluation Question
How do you feel about the way Chris used Smelly Sam? What should Chris do to make things better? ^{218, 219, 220}

EVALUATION QUESTIONS challenge students to make judgments and evaluate concepts, ideas, or components of a story.

HELPFUL TIPS

For Parents and Tutors

- ★ If the child is having difficulty with a question, flip to the standards table in the back of the book and find the standard associated with that question. Talk to your child's teacher about it.
- ★ It's okay for a child to read a few sentences or paragraphs before realizing that he or she wasn't paying attention. This is natural and doesn't need to be punished. Encourage the child to go back and reread. You want the child to eventually be able to self-monitor and check for understanding independently.
- ★ Encourage the child to make predictions about what will happen next in the story.
- ★ Encourage the child to think and talk to you about what he or she already knows about certain concepts, characters, settings, or events in the story before reading the next section.
- ★ Finally, relax! Today's high-stakes testing environment can be really stressful on kids. Kids retain information better when they are in a non-threatening learning environment. Reading should be fun, and with *Attack of the Chicken Nugget Man*, it's impossible NOT to have fun while reading.

Beware: What may appear to be a normal, harmless chicken nugget — just your standard deep-fried chicken product — may, in fact, be much, much more.

BURPING PURPLE PRINCIPALS



In Chris Robb's dream, his principal was a three-legged, purple lizard who burped up teachers. A horn woke Chris up. It scared the crackers out of him. He fell right out of



bed, landing face-first in the dog's water dish. His sister must have put it there so Chris would step in it. All Chris was wearing when he got up were his Happy Hamster boxer



shorts. Well, that and a dog water mustache. And yes, he had a morning wedgie.



Chris was in a rush. The school bus was about to leave. He was in such a hurry that he put on his sister's pink socks by accident. As he ran to the bus, papers flew out of his book bag. His toothbrush was still in his mouth. He looked like a crazy kid who forgot to pack his brain.





You'll see notes like this while you read. They'll help you understand the story. STOP and read them. Don't worry about the tiny letters/numbers next to them (like the E3 at the end of this one).^{E3}



Chris got on the bus. The driver just stared at him. It looked like Chris had been dressed by a blindfolded baboon.

Chris felt strange. It felt like he forgot something. He just couldn't put his toothpaste-covered finger on it.

Make a prediction. That means to make a smart guess about what might happen next. Do you think Chris will find out he's wearing his sister's socks before he gets off the bus?^{E4}

Chris looked down to make sure he was wearing pants. It wouldn't be the first time he forgot to put on his pants. The good news is that he had on pants. After all, Chris really didn't feel like showing the whole school his Happy Hamster boxer shorts. And trust me, the whole school didn't want to see them. The bad news is that he had no idea he was wearing his sister's pink socks.

Chris found a seat near the back of the bus. He looked at the window. It had an alarm button. He was supposed to press it if he saw the Chicken Nugget Man.

DO NOT COPY

For the love of sweaty bacon soda, answer these questions!

Analysis Question

If Chris hadn't woken up so late, what events in the story would be different? ^{E8, E11}

Synthesis Question

What do you think happens when someone presses a Chicken Nugget Man alarm button? ^{E4, E8}

Evaluation Question

Do you ever wake up late? What would you do if you kept waking up late every day? How would you make sure you wouldn't make the same mistakes as Chris? ^{E11}





M2

RIGHT DOWN THE TOILET!



Whenever you see the little place value people at the top of the pages of a new chapter, add up the numbers on the signs they are holding and make sure they equal the chapter number.

Okay, you know Chris was in a rush to get to school. You also know he put on his sister's socks by accident. But there's something you don't know about Chris. He gets blamed for everything. Do you know how that feels?^{E11} Perhaps a flashback will help.



A flashback is like a memory. It's when the author takes you back in time to something that happened earlier. Don't get lost! Just remember that the flashback will end soon!^{E16}

A few weeks ago, the toilet in Chris's house broke. His dad figured out the problem.

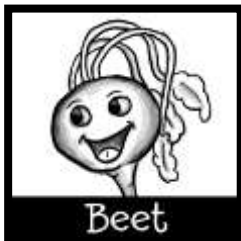
"Why'd you do this?" Chris's dad yelled. His face puffed up.



It looked like an exploding beet. Chris's dad held a wet cell phone in his hand. It smelled like old cheese. The kind you would find stuck between a grandpa's toes.

"Do what?" Chris asked. Chris stared at the phone.

"Chris, you flushed your sister's cell phone down the toilet!" Chris's dad yelled.



Chris's dad was wrong. Chris didn't do it. But he also didn't try to defend himself.

So how did it happen? Who's to blame?^{E5} Chris's sister. She got mad at some boy who called her. She was mad enough that she threw her own phone into the toilet and flushed it. That's what happens when people take their anger out on things. She should have just taken a deep breath to calm down. Instead, the cell phone took a deep dive into the toilet water.

Why didn't Chris try to defend himself? In other words, why didn't he try to explain that it wasn't his fault?^{E14}

Chris still got blamed. He always got blamed. It happened at home. It happened at school. It happened on the bus. This morning, it happened while he was asleep on the bus.

The flashback's over. We're back on the bus with Chris. Try to remember the last thing that happened on the bus. If you don't remember much, reread the last paragraph of Chapter 1.^{E13}

Chris couldn't stand the bus. On a good day, it smelled like a skunk festival. On a bad day, it smelled like, well—I probably shouldn't say because then this book would be rated "R" and your teacher would chase after me with a frying pan. Trust me.

Anyway, the smell wasn't the worst part. It was the bumpy ride. Every day after he got off the bus, Chris had a headache and his bottom hurt for at least thirty minutes. How could he make the smelly, bumpy bus ride any better? There was only one answer. Chris closed his eyes and fell asleep. He went back to his dream about the burping purple principal. What do you think Chris got blamed for on the bus that morning?^{E4} Nothing big. It was just the craziest bus ride in school



history! It all started with Preston. Preston was in Chris's class. He was about to make Chris's morning even worse.

Yes, this would go down as one of the saddest mornings in Chris's life. By the time it was over, the only thing happy about Chris was the smiling hamster on his underpants.

For the love of sweaty bacon soda, answer these questions!

Analysis Question

What do you think would have happened if Chris had told his dad that he wasn't the one who flushed the phone down the toilet? Why? ^{E8, E4}

Synthesis Question

Have you ever accidentally flushed something down the toilet?
Can you design a cell phone that won't let you flush it down the toilet? How would it stop you from flushing it? ^{E11}

Evaluation Question

What would have been a better way for Chris's dad to find out who flushed the phone down the toilet? Why? ^{E19}



WHAT A CRAZY BUS RIDE!

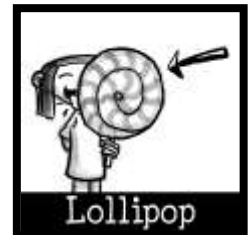
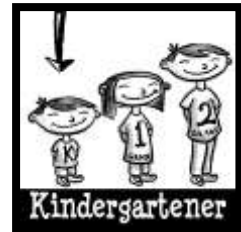
The chapter title tells you that the setting is going to be the bus. Before you read, think about what you already know about the bus. This will help you understand the chapter. ^{E11, E17}

Preston sat at the back of the bus. He had a little problem. He was thirsty. He could have just waited until he got to school to get some water. But Preston liked to start trouble. So what



do you think he did?^{E4, E8}

Preston stole a kindergartener's yellow *Captain Stinkypants* Thermos and drank from it. Katie, the kindergartener, was busy licking a lollipop when Preston grabbed the Thermos right out of her hand. Katie cried her eyes out. She cried so loud that the girl in the seat behind her cried, too! Soon all the kindergarteners on the bus were crying. It was raining tears and snot. What a mess! Preston should have known better.



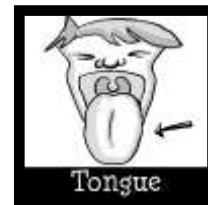


There was something Preston didn't know about that Thermos. Katie didn't use it for drinks. It did have some old, spoiled juice in it, but only because Katie never cleaned it. She used the Thermos to hold pencil shavings. In fact, it had three weeks worth of pencil shavings inside. Just multiply the number of weeks times the number of days in a week (3×7). Try to figure out how many days' worth of pencil shavings that is.^{M3, M13, S2} That's enough pencil shavings to fill an elephant's underwear.

Preston poured about $\frac{3}{4}$ of the pencil-flavored juice into his mouth. Try to figure out what fraction of the juice was left.^{M5} It wasn't very much!

He made a horrible face. It looked like he was chewing on bones. Once his greedy little tongue got a taste of the pencil-shaving smoothie, he spat it out like a sprinkler. It landed all over some big kid's head. But it wasn't just any big kid. It was Bobby Rough.

Bobby was the school bully. He was busy yelling at a second-grader when Preston spat all over his face. A few pencil shavings landed in Bobby's mouth.



See if you can sequence (put in order) what just happened. Preston stole a Thermos. What happened next? Then what happened to Bobby? ^{E9, E15}



Guess what happened next? It was crazy! Katie cried even louder. She cried as if someone had glued two onions to her eyes. Bobby punched the seat in front of him. This made the girl sitting there spit out her bubblegum. It landed in some boy's ear. Bobby then shook his head from side to side like a big wet dog. He wiped his hands against his face. Then he started growling. But it didn't end there.

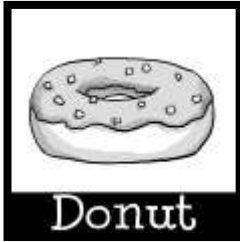


Bobby scratched his tongue with his fingernails. He had to get the taste of the pencil shavings out of his mouth. It didn't work. The shavings tasted gross, but his dirty yellow nails were worse! You won't believe what he did next. He started rubbing his tongue against the seat. Yes, Bobby Rough, the school bully, was licking the bus seat. Nobody made fun of him, though. They were too scared.

Press in case of chicken nugget man sighting

Press in case of chicken nugget man sighting





It was sad. If people would just try to be nice to Bobby, they'd see that he wasn't so bad. He looked all big and scary, but he was really as soft as a jelly donut. He even slept with a stuffed pony at night.

It was only when people acted as if he was a bully that he actually became a bully. It just goes to show that you shouldn't be so quick to judge someone.

Anyway, Bobby didn't know that the nasty stuff in his mouth was actually pencil shavings. All he knew was that it was gross. It was almost as bad as the time his mom made him eat fish waffles.



"What was that stuff?" Bobby yelled.

"Ummm, scrambled eggs and toast?" Preston said, trying to make up a lie. "The bumps in the road made me spit up my breakfast."

"It didn't taste like scrambled eggs and toast!" Bobby yelled.

Katie looked up at Bobby.

"It wasn't scrambled eggs and toast," she cried. "It was pencil shavings from my Thermos."

Bobby turned to Preston. “You eat pencils?” he asked.

Preston tried to think of an excuse. “My doctor told me I need more fiber in my diet.” He shouldn’t have lied. It just made things worse. Bobby didn’t believe him. Now he was angry that Preston lied to him. You see, once you tell one lie, you have to make up another lie to cover that one. It never ends. It’s just not worth it.

Preston yelled, “Help!” He knew Bobby was about to do something. The bus driver slammed on the brakes. He parked the bus in the middle of the road. They were stopped in front of Freddie’s Fish Shack. The bus driver got up and took a deep breath. You won’t believe what he did next. He took off his nasty, stinky, muddy right shoe and waved it around. Everybody covered their noses. The little kids cried.

“Settle down!” the bus driver yelled. “I can’t drive with all this noise.”

Two nasty smells now filled the air on the bus. The driver’s nasty shoe smelled like 34-year-old milk. The fish store made the bus smell like the inside of a trashcan. The main idea is that the bus smelled really bad.^{E12}



Do you remember Katie? If not, go back and read the first page of this chapter.^{E13} The bus smelled so bad that Katie fainted. She fell flat on the floor. Bobby then stole her lollipop. He was trying to get the taste of pencil shavings out of his mouth and was also just being a big bully. Bobby was the only kid mean enough to take candy from a kindergartener.

Katie woke up. She crawled to her seat. That's when she saw Bobby eating her lollipop. It was just about all her tiny little heart could take. That little girl roared like a tiger. She bent down. Her bottom waved from side to side. The bus fell silent.

"Nobody takes my lolly," Katie cried. She then hopped over her seat. In mid-air, she grabbed the bus driver's shoe right out of his hand. She landed on Bobby's back. Sitting on his shoulders, Katie stuck that nasty, smelly shoe right on Bobby's nose.

Bobby waved his arms around like an angry ape that had washed his face with hot sauce. The fumes went straight to his brain. He didn't think he was going to make it off the bus alive.



chicken Nugget man
→ 

Some kid spelled a word wrong on the seat in the last picture. How would you teach that kid the difference between CH and CK? How would you teach him or her to stop writing on seats? ^{E23, E24}

The rest of the kids stared in shock while little Katie went Kung Fu all over Bobby Rough. It looked as if there was a new bully in town.



“Take it away,” Bobby cried. “I want my mommy!” He couldn’t stand the smell of the shoe any longer. He threw the lollipop back to Katie.

By then, it was broken and smelled like dirty mop water. Pieces of it stuck to her sweater.

The bus driver grabbed his shoe. He yelled at three kids. Guess who?^{E4} He yelled at Katie, Bobby, and Chris. Not Preston though. Preston always found a way to get out of trouble.

What are some ways Katie could have gotten her lollipop back without it breaking? Why do you think that is a better way? ^{E19}

Think about who got in trouble. Was it fair?^{E19} Chris got blamed for the whole thing, even though he’d been asleep.

Chris didn't try to defend himself. He had given up trying to defend himself when he got blamed for things. He had given up trying to do well in school. He had even given up trying to make friends. The main idea is that Chris had given up trying to do anything.^{E12}

Do Not Copy

For the love of sweaty bacon soda, answer these questions!

Analysis Question

If Preston hadn't taken Katie's Thermos, how would the bus ride have been different? ^{E1, E8}

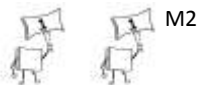
Synthesis Question

Have you ever been on a loud bus? Can you come up with a creative way for the bus driver to get the kids to settle down that doesn't involve a stinky shoe? ^{E11}

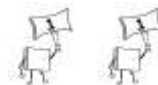
Evaluation Question

What would have been a better way for Bobby to get the taste of pencil shavings out of his mouth? Why would it have been better? ^{E19}





NO CHICKEN NUGGETS ALLOWED



*Good readers make predictions. Make a prediction (a smart guess about what might happen next).
Do you think anyone will make fun of Chris's socks?^{E4}*

The bus finally parked in front of the school. It seemed like the longest ride ever. It would have seemed even longer if the bus driver had taken off both shoes. But then he would have passed out, too! It should be against the law to take off those shoes.

At school there were green signs everywhere that read “No Chicken Nuggets Allowed.” The signs had been there ever since the Chicken Nugget Man started eating children.

Chicken nuggets were banned. Nobody was allowed to have them. It wasn't safe. People were scared that the Chicken Nugget Man would hide behind other chicken nuggets. They didn't want him sneaking into the school to eat children. That's why all chicken nuggets were banned.

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THE GEORGIA PERFORMANCE STANDARDS

ID#	SUBJECT	GPS#	DESCRIPTION OF STANDARD (COURSE CONCEPT)
ENGLISH/LANGUAGE ARTS			
E1	ENGLISH	3R1	The student demonstrates the ability to read orally with speed, accuracy, and expression. The student <ol style="list-style-type: none"> Applies letter-sound knowledge to decode quickly and accurately. Reads familiar text with expression. Reads third-grade texts at a target rate of 120 words correct per minute. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.
E2	ENGLISH	3R2	The student acquires and uses grade-level words to communicate effectively. The student <ol style="list-style-type: none"> Reads literary and informational texts and incorporates new words into oral and written language. Uses grade-appropriate words with multiple meanings. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms. Identifies the meaning of common idioms and figurative phrases and incorporates them into oral and written language. Identifies and infers meaning from common root words, common prefixes (e.g., <i>un-</i>, <i>re-</i>, <i>dis-</i>, <i>in-</i>), and common suffixes (e.g., <i>-tion</i>, <i>-ous</i>, <i>-ly</i>). Determines the meaning of unknown words on the basis of context.
E3	ENGLISH	3R3A	The student uses a variety of strategies to gain meaning from grade-level text. The student <ol style="list-style-type: none"> Reads a variety of texts for information and pleasure.
E4	ENGLISH	3R3B	The student uses a variety of strategies to gain meaning from grade-level text. The student <ol style="list-style-type: none"> Makes predictions from text content.
E5	ENGLISH	3R3C	The student uses a variety of strategies to gain meaning from grade-level text. The student <ol style="list-style-type: none"> Generates questions before, during, and after reading.
E6	ENGLISH	3R3D	The student uses a variety of strategies to gain meaning from grade-level text. The student <ol style="list-style-type: none"> Distinguishes fact from opinion.

E7	ENGLISH	3R3E	The student uses a variety of strategies to gain meaning from grade-level text. The student e. Recognizes plot, setting, and character within text, and compares and contrasts these elements between texts.
E8	ENGLISH	3R3F	The student uses a variety of strategies to gain meaning from grade-level text. The student f. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.
E9	ENGLISH	3R3G	The student uses a variety of strategies to gain meaning from grade-level text. The student g. Summarizes text content.
E10	ENGLISH	3R3H	The student uses a variety of strategies to gain meaning from grade-level text. The student h. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
E11	ENGLISH	3R3I	The student uses a variety of strategies to gain meaning from grade-level text. The student i. Makes connections between texts and/or personal experiences.
E12	ENGLISH	3R3J	The student uses a variety of strategies to gain meaning from grade-level text. The student j. Identifies and infers main idea and supporting details.
E13	ENGLISH	3R3K	The student uses a variety of strategies to gain meaning from grade-level text. The student k. Self-monitors comprehension to clarify meaning.
E14	ENGLISH	3R3L	The student uses a variety of strategies to gain meaning from grade-level text. The student l. Identifies and infers cause-and-effect relationships and draws conclusions.
E15	ENGLISH	3R3M	The student uses a variety of strategies to gain meaning from grade-level text. The student m. Recalls explicit facts and infers implicit facts.
E16	ENGLISH	3R3N	The student uses a variety of strategies to gain meaning from grade-level text. The student n. Identifies the basic elements of a variety of genres (fiction, non-fiction, drama, and poetry).
E17	ENGLISH	3R3O	The student uses a variety of strategies to gain meaning from grade-level text. The student o. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.
E18	ENGLISH	3R3P	The student uses a variety of strategies to gain meaning from grade-level text. The student p. Recognizes the author's purpose.
E19	ENGLISH	3R3Q	The student uses a variety of strategies to gain meaning from grade-level text. The student q. Formulates and defends an opinion about a text.
E20	ENGLISH	3R3R	The student uses a variety of strategies to gain meaning from grade-level text. The student r. Applies dictionary, thesaurus, and glossary skills to determine word meanings.

E21	ENGLISH	3W1	<p>The student demonstrates competency in the writing process. The student</p> <ol style="list-style-type: none"> Captures a reader's interest by setting a purpose and developing a point of view. Begins to select a focus and an organizational pattern based on purpose, genre, expectations, audience, and length. Writes text of a length appropriate to address the topic or tell the story. Uses organizational patterns for conveying information (e.g., chronological order, cause and effect, similarity and difference, questions and answers). Begins to use appropriate structures to ensure coherence (e.g., transition words and phrases, bullets, subheadings, numbering). Begins to use specific sensory details (e.g., strong verbs, adjectives) to enhance descriptive effect. Begins to develop characters through action and dialogue. Begins to use descriptive adjectives and verbs to communicate setting, character, and plot. Begins to include relevant examples, facts, anecdotes, and details appropriate to the audience. Uses a variety of resources to research and share information on a topic. Writes a response to literature that demonstrates understanding of the text, formulates an opinion, and supports a judgment. Writes a persuasive piece that states a clear position. Pre-writes to generate ideas, develops a rough draft, rereads to revise, and edits to correct. Publishes by presenting an edited piece of writing to others.
E22	ENGLISH	3W2	<p>The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature. The student produces a narrative that:</p> <ol style="list-style-type: none"> Captures a reader's interest by writing both personal and fantasy/imaginary stories, setting a purpose, and developing a point of view. Sustains a focus. Includes the appropriate purpose, expectations, and length for the audience and genre. Uses sensory details and other literary language to communicate setting, characters, and plot. Uses appropriate organizational structures to ensure coherence (well developed beginning, middle, and end, and sequence of events) and strategies (transition words/phrases, time cue words, and sequence of events). Develops characters through action and dialogue. Provides a sense of closure. May include pre-writing. May include a revised and edited draft.

j. May be published.

The student produces informational writing (e.g., procedures, report, correspondence) that:

- a. Captures a reader's interest by setting a purpose and developing a point of view.
- b. Sustains a focused topic.
- c. Includes the appropriate purpose, expectations, and length for the audience and the genre.
- d. Includes relevant examples, facts, anecdotes, and details.
- e. Uses organizational structures for conveying information (chronological order, cause and effect, similarities and differences, questions and answers).
- f. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- g. Provides a sense of closure.
- h. May include prewriting.
- i. May include a draft that is revised and edited.
- j. May be published.

The student produces a persuasive piece of writing that:

- a. Captures a reader's interest by stating a clear position/opinion and developing a point of view.
- b. Sustains a focus.
- c. Includes the appropriate purpose, expectations, and length for audience and the genre.
- d. Adds supportive details throughout the paper that may include relevant examples, facts, and anecdotes.
- e. Uses appropriate organizational structures to ensure coherence (introduction, body, conclusion) and appropriate formats (speech, brochure, advertisement, movie and book reviews).
- f. Provides a sense of closure.
- g. May include pre-writing.
- h. May include a revised and edited draft.
- i. May be published.

The student produces a response to literature that:

- a. Captures a reader's interest by developing a point of view.
- b. Demonstrates understanding of the text, formulates an opinion, and supports a judgment.
- c. Makes connections: text-to-self, text-to-text, text-to-world connections using significant details from the reading selection.

			<p>d. Uses appropriate organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).</p> <p>e. Provides a sense of closure.</p> <p>f. May include pre-writing.</p> <p>g. May include a draft that is revised and edited.</p> <p>h. May be published.</p>
E23	ENGLISH	3C1	<p>The student demonstrates understanding and control of the rules of the English language, realizing that usage involves the appropriate application of conventions and grammar in both written and spoken formats. The student</p> <p>a. Correctly identifies and uses subject/verb agreement and adjectives.</p> <p>b. Identifies and uses nouns (singular, plural, possessive) correctly.</p> <p>c. Identifies and uses contractions correctly.</p> <p>d. Identifies and uses personal and possessive pronouns.</p> <p>e. Speaks and writes in complete and coherent sentences.</p> <p>f. Identifies and uses increasingly complex sentence structure.</p> <p>g. Distinguishes between complete and incomplete sentences.</p> <p>h. Demonstrates knowledge of when to use formal or informal language exchanges (e.g., slang, colloquialisms, idioms).</p> <p>i. When appropriate, determines the meaning of a word based on how it is used in an orally presented sentence.</p> <p>j. Uses resources (encyclopedias, Internet, books) to research and share information about a topic.</p> <p>k. Uses the dictionary and thesaurus to support word choices.</p> <p>l. Uses common rules of spelling and corrects words using dictionaries and other resources.</p> <p>m. Uses appropriate capitalization and punctuation (end marks, commas, apostrophes, quotation marks).</p> <p>n. Writes legibly in cursive, leaving space between letters in a word and between words in a sentence.</p>
E24	ENGLISH	3LSVI	<p>The student uses oral and visual strategies to communicate. The student</p> <p>a. Adapts oral language to fit the situation by following the rules of conversation with peers and adults.</p> <p>b. Recalls, interprets, and summarizes information presented orally.</p> <p>c. Uses oral language for different purposes: to inform, persuade, or entertain.</p>

d. Listens to and views a variety of media to acquire information

MATHEMATICS

M1	MATH	M3N1	Students will further develop their understanding of whole numbers and ways of representing them. a. Identify place values from tenths through ten thousands. b. Understand the relative sizes of digits in place value notation (10 times, 100 times, 1/10 of a single digit whole number) and ways to represent them.
M2	MATH	M3N2	Students will further develop their skills of addition and subtraction and apply them in problem solving. a. Use the properties of addition and subtraction to compute and verify the results of computation. b. Use mental math and estimation strategies to add and subtract. c. Solve problems requiring addition and subtraction.
M3	MATH	M3N3	Students will further develop their understanding of multiplication of whole numbers and develop the ability to apply it in problem solving. a. Describe the relationship between addition and multiplication, i.e., multiplication is defined as repeated addition. b. Know the multiplication facts with understanding and fluency to 10 x 10. c. Use arrays and area models to develop understanding of the distributive property and to determine partial products for multiplication of 2- or 3-digit numbers by a 1-digit number. d. Understand the effect on the product when multiplying by multiples of 10. e. Apply the identity, commutative, and associative properties of multiplication and verify the results. f. Use mental math and estimation strategies to multiply. g. Solve problems requiring multiplication.
M4	MATH	M3N4	Students will understand the meaning of division and develop the ability to apply it in problem solving. a. Understand the relationship between division and multiplication and between division and subtraction. b. Recognize that division may be two situations: the first is determining how many equal parts of a given size or amount may be taken away from the whole as in repeated subtraction, and the second is determining the size of the parts when the whole is separated into a given number of equal parts as in a sharing model. c. Recognize problem-solving situations in which division may be applied and write corresponding mathematical expressions.

			<p>d. Explain the meaning of a remainder in division in different circumstances.</p> <p>e. Divide a 2 and 3-digit number by a 1-digit divisor.</p> <p>f. Solve problems requiring division.</p>
M5	MATH	M3N5	<p>Students will understand the meaning of decimals and common fractions in simple cases and apply them in problem-solving situations.</p> <p>a. Understand a decimal (i.e., 0.1) and a common fraction (i.e., $1/10$) represent parts of a whole.</p> <p>b. Understand the fraction a/b represents a equal sized parts of a whole that is divided into b equal sized parts.</p> <p>c. Understand a one place decimal represents tenths, i.e., $0.3 = 3/10$.</p> <p>d. Know and use decimals and common fractions to represent the size of parts created by equal divisions of a whole.</p> <p>e. Understand the concept of addition and subtraction of decimals and common fractions with like denominators.</p> <p>f. Model addition and subtraction of decimals and common fractions.</p> <p>g. Solve problems involving fractions.</p>
M6	MATH	M3M1	<p>Students will further develop their understanding of the concept of time by determining elapsed time of a full, half, and quarter-hour.</p>
M7	MATH	M3M2	<p>Students will measure length choosing appropriate units and tools.</p> <p>a. Use the units kilometer (km) and mile (mi.) to discuss the measure of long distances.</p> <p>b. Measure to the nearest $1/4$ inch, $1/2$ inch, and millimeter (mm) in addition to the previously learned inch, foot, yard, centimeter, and meter.</p> <p>c. Estimate length and represent it using appropriate units.</p> <p>d. Compare one unit to another within a single system of measurement.</p>
M8	MATH	M3M3	<p>Students will understand and measure the perimeter of simple geometric figures (squares and rectangles).</p> <p>a. Understand the meaning of the linear unit in measuring perimeter.</p> <p>b. Understand the concept of perimeter as being the boundary of a simple geometric figure.</p> <p>c. Determine the perimeter of a simple geometric figure by measuring and summing the lengths of the sides.</p>
M9	MATH	M3M4	<p>Students will understand and measure the area of simple geometric figures (squares and rectangles).</p> <p>a. Understand the meaning of the square unit in measuring area.</p> <p>b. Model (by tiling) the area of a simple geometric figure using square units (square inch, square foot, etc.).</p> <p>c. Determine the area of squares and rectangles by counting, adding, and multiplying with models.</p>

M10	MATH	M3G1	<p>Students will further develop their understanding of geometric figures by drawing them. They will also state and explain their properties.</p> <ol style="list-style-type: none"> Draw and classify previously learned fundamental geometric figures and scalene, isosceles and equilateral triangles. Identify and explain the properties of fundamental geometric figures. Examine and compare angles of fundamental geometric figures. Identify the center, diameter, and radius of a circle.
M11	MATH	M3A1	<p>Students will use mathematical expressions to represent relationships between quantities and interpret given expressions.</p> <ol style="list-style-type: none"> Describe and extend numeric and geometric patterns. Describe and explain a quantitative relationship represented by a formula (such as the perimeter of a geometric figure). Use a symbol, such as \square and Δ, to represent an unknown and find the value of the unknown in a number sentence.
M12	MATH	M3D1	<p>Students will create and interpret simple tables and graphs.</p> <ol style="list-style-type: none"> Solve problems by organizing and displaying data in bar graphs and tables. Construct and interpret bar graphs using scale increments of 1, 2, 5, and 10. Develop and evaluate mathematical arguments and proofs. Select and use various types of reasoning and methods of proof.
M13	MATH	M3P1	<p>Students will solve problems (using appropriate technology).</p> <ol style="list-style-type: none"> Build new mathematical knowledge through problem solving. Solve problems that arise in mathematics and in other contexts. Apply and adapt a variety of appropriate strategies to solve problems. Monitor and reflect on the process of mathematical problem solving.
M14	MATH	M3P2	<p>Students will reason and evaluate mathematical arguments.</p> <ol style="list-style-type: none"> Recognize reasoning and proof as fundamental aspects of mathematics. Make and investigate mathematical conjectures. Develop and evaluate mathematical arguments and proofs. Select and use various types of reasoning and methods of proof.
M15	MATH	M3P3	<p>Students will communicate mathematically.</p> <ol style="list-style-type: none"> Organize and consolidate their mathematical thinking through communication. Communicate their mathematical thinking coherently and clearly to peers, teachers, and others. Analyze and evaluate the mathematical thinking and strategies of others. Use the language of mathematics to express mathematical ideas precisely.

M16	MATH	M3P4	Students will make connections among mathematical ideas and to other disciplines. a. Recognize and use connections among mathematical ideas. b. Understand how mathematical ideas interconnect and build on one another to produce a coherent whole. c. Recognize and apply mathematics in contexts outside of mathematics.
M17	MATH	M3P5	Students will represent mathematics in multiple ways. a. Create and use representations to organize, record, and communicate mathematical ideas. b. Select, apply, and translate among mathematical representations to solve problems. c. Use representations to model and interpret physical, social, and mathematical phenomena.
SCIENCE			
S1	SCIENCE	S3CS1	Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works. a. Keep records of investigations and observations and do not alter the records later. b. Offer reasons for findings and consider reasons suggested by others. c. Take responsibility for understanding the importance of being safety conscious.
S2	SCIENCE	S3CS2	Students will have the computation and estimation skills necessary for analyzing data and following scientific explanations. a. Add, subtract, multiply, and divide whole numbers mentally, on paper, and with a calculator. b. Use commonly encountered fractions – halves, thirds, and fourths (but not sixths, sevenths, and so on) – in scientific calculations. c. Judge whether measurements and computations of quantities, such as length, weight, or time, are reasonable answers to scientific problems by comparing them to typical values.
S3	SCIENCE	S3CS3	Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities utilizing safe laboratory procedures. a. Choose appropriate common materials for making simple mechanical constructions and repairing things. b. Use computers, cameras and recording devices for capturing information. c. Identify and practice accepted safety procedures in manipulating science materials and equipment.
S4	SCIENCE	S3CS4	Students will use ideas of system, model, change, and scale in exploring scientific and technological matters. a. Observe and describe how parts influence one another in things with many parts. b. Use geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories to represent corresponding features of objects, events, and processes in the real world.

			c. Identify ways in which the representations do not match their original counterparts.
S5	SCIENCE	S3CS5	Students will communicate scientific ideas and activities clearly. a. Write instructions that others can follow in carrying out a scientific procedure. b. Make sketches to aid in explaining scientific procedures or ideas. c. Use numerical data in describing and comparing objects and events. d. Locate scientific information in reference books, back issues of newspapers and magazines, CD-ROMs, and computer databases.
S6	SCIENCE	S3CS6	Students will question scientific claims and arguments effectively. a. Support statements with facts found in books, articles, and databases, and identify the sources used.
S7	SCIENCE	S3CS7	Students will be familiar with the character of scientific knowledge and how it is achieved. Students will recognize that: a. Similar scientific investigations seldom produce exactly the same results, which may differ due to unexpected differences in whatever is being investigated, unrecognized differences in the methods or circumstances of the investigation, or observational uncertainties. b. Some scientific knowledge is very old and yet is still applicable today.
S8	SCIENCE	S3CS8	Students will understand important features of the process of scientific inquiry. Students will apply the following to inquiry learning practices: a. Scientific investigations may take many different forms, including observing what things are like or what is happening somewhere, collecting specimens for analysis, and doing experiments. b. Clear and active communication is an essential part of doing science. It enables scientists to inform others about their work, expose their ideas to criticism by other scientists, and stay informed about scientific discoveries around the world. c. Scientists use technology to increase their power to observe things and to measure and compare things accurately. d. Science involves many different kinds of work and engages men and women of all ages and backgrounds.
S9	SCIENCE	S3E1	Students will investigate the physical attributes of rocks and soils. a. Explain the difference between a rock and a mineral. b. Recognize the physical attributes of rocks and minerals using observation (shape, color, texture), measurement, and simple tests (hardness). c. Use observation to compare the similarities and differences of texture, particle size, and color in top soils (such as clay, loam or potting soil, and sand). d. Determine how water and wind can change rocks and soil over time using observation and research.

S10	SCIENCE	S3E2	<p>Students will investigate fossils as evidence of organisms that lived long ago.</p> <p>a. Investigate fossils by observing authentic fossils or models of fossils or view information resources about fossils as evidence of organisms that lived long ago.</p> <p>b. Describe how a fossil is formed.</p>
S11	SCIENCE	S3P1	<p>Students will investigate how heat is produced and the effects of heating and cooling, and will understand a change in temperature indicates a change in heat.</p> <p>a. Categorize ways to produce heat energy such as burning, rubbing (friction), and mixing one thing with another.</p> <p>b. Investigate how insulation affects heating and cooling.</p> <p>c. Investigate the transfer of heat energy from the sun to various materials.</p> <p>d. Use thermometers to measure the changes in temperatures of water samples (hot, warm, cold) over time.</p>
S12	SCIENCE	S3P2	<p>Students will investigate magnets and how they affect other magnets and common objects.</p> <p>a. Investigate to find common objects that are attracted to magnets.</p> <p>b. Investigate how magnets attract and repel each other.</p>
S13	SCIENCE	S3L1	<p>Students will investigate the habitats of different organisms and the dependence of organisms on their habitat.</p> <p>a. Differentiate between habitats of Georgia (mountains, marsh/swamp, coast, Piedmont, Atlantic Ocean) and the organisms that live there.</p> <p>b. Identify features of green plants that allow them to live and thrive in different regions of Georgia.</p> <p>c. Identify features of animals that allow them to live and thrive in different regions of Georgia.</p> <p>d. Explain what will happen to an organism if the habitat is changed.</p>
S14	SCIENCE	S3L2	<p>Students will recognize the effects of pollution and humans on the environment.</p> <p>a. Explain the effects of pollution (such as littering) to the habitats of plants and animals.</p> <p>b. Identify ways to protect the environment.</p> <ul style="list-style-type: none"> ▪ Conservation of resources ▪ Recycling of materials

SOCIAL STUDIES

SS1	SOCIAL STUDIES	SS3H1	<p>The student will explain the political roots of our modern democracy in the United States of America.</p> <ol style="list-style-type: none"> Identify the influence of Greek architecture (Parthenon, U. S. Supreme Court building), law, and the Olympic Games on the present. Explain the ancient Athenians' idea that a community should choose its own leaders. Compare and contrast Athens as a direct democracy with the United States as a representative democracy.
SS2	SOCIAL STUDIES	SS3H2	<p>The student will discuss the lives of Americans who expanded people's rights and freedoms in a democracy.</p> <ol style="list-style-type: none"> Paul Revere (independence), Frederick Douglass (civil rights), Susan B. Anthony (women's rights), Mary McLeod Bethune (education), Franklin D. Roosevelt (New Deal and World War II), Eleanor Roosevelt (United Nations and human rights), Thurgood Marshall (civil rights), Lyndon B. Johnson (Great Society and voting rights), and Cesar Chavez (workers' rights). Explain social barriers, restrictions, and obstacles that these historical figures had to overcome and describe how they overcame them.
SS3	SOCIAL STUDIES	SS3G1	<p>The student will locate major topographical features of the United States of America.</p> <ol style="list-style-type: none"> Identify major rivers of the United States of America: Mississippi, Ohio, Rio Grande, Colorado, Hudson. Identify major mountain ranges of the United States of America: Appalachian, Rocky. Locate the equator, prime meridian, and lines of latitude and longitude on a globe. Locate Greece on a world map.
SS4	SOCIAL STUDIES	SS3G2	<p>The student will describe the cultural and geographic systems associated with the historical figures in SS3H2a.</p> <ol style="list-style-type: none"> Identify on a political map specific locations significant to the life and times of these historic figures. Describe how place (physical and human characteristics) had an impact on the lives of these historic figures. Describe how each of these historic figures adapted to and was influenced by his/her environment. Trace examples of travel and movement of these historic figures and their ideas across time. Describe how the region in which these historic figures lived affected their lives and had an impact on their cultural identification.

SS5	SOCIAL STUDIES	SS3CG1	<p>The student will explain the importance of the basic principles that provide the foundation of a republican form of government.</p> <ol style="list-style-type: none"> Explain why in the United States there is a separation of power between branches of government and levels of government. Name the three levels of government (national, state, local) and the three branches in each (executive, legislative, judicial), including the names of the legislative branch (Congress, General Assembly, city commission or city council). State an example of the responsibilities of each level and branch of government.
SS6	SOCIAL STUDIES	SS3CG2	<p>The student will describe how the historical figures in SS3H2a display positive character traits of cooperation, diligence, liberty, justice, tolerance, freedom of conscience and expression, and respect for and acceptance of authority.</p>
SS7	SOCIAL STUDIES	SS3E1	<p>The student will describe the four types of productive resources:</p> <ol style="list-style-type: none"> Natural (land) Human (labor) Capital (capital goods) Entrepreneurship (used to create goods and services)
SS8	SOCIAL STUDIES	SS3E2	<p>The student will explain that governments provide certain types of goods and services in a market economy and pay for these through taxes and will describe services such as schools, libraries, roads, police/fire protection, and military.</p>
SS9	SOCIAL STUDIES	SS3E3	<p>The student will give examples of interdependence and trade and will explain how voluntary exchange benefits both parties.</p> <ol style="list-style-type: none"> Describe the interdependence of consumers and producers of goods and services. Describe how goods and services are allocated by price in the marketplace. Explain that some things are made locally, some elsewhere in the country, and some in other countries. Explain that most countries create their own currency for use as money.
SS10	SOCIAL STUDIES	SS3E4	<p>The student will describe the costs and benefits of personal spending and saving choices.</p>

* Standards are not taught to mastery. In some cases, standards are simply identified, and it is up to the teacher or parent to use the teachable moment to further expand on the standard.