

Social Studies
3rd Grade

Outcome: **SS.3.1** Students will apply map skills by reading a variety of maps to compare and contrast the different communities of the early Americas.

Components: **SS.3.1.1** – Locate places on a grid map.

SS.3.1.2 – Use the title, scale, legend/key, and compass (cardinal/intermediate directions) to read a map.

SS.3.1.3 – Identify the Prime Meridian and the four hemispheres.

SS.3.1.4 – Identify landforms on a map (e.g. mountain, valley plain, ocean, river, canyon, lake, island, hill, plateau, and peninsula).

SS.3.1.5 – Compare and contrast the location of the different native communities.

Outcome: **SS.3.2** Students will examine the concept of community to determine the characteristics required for a functional community.

Components: **SS.3.2.1** – Analyze the location of various communities to construct a set of reasons why communities develop where they do.

SS.3.2.2 – Describe how culture relates to communities.

SS.3.2.3 – Demonstrate how economic concepts (e.g. goods, services, needs, wants, jobs, and wages) are used in communities.

SS.3.2.4 – Examine local and federal governments to learn how communities are governed.

SS.3.2.5 – Assess a community to see how and why it changes over time.

SS.3.2.6 – Evaluate the benefit of living in a community.

Outcome: **SS.3.3** Students will use a variety of resources (timelines, artifacts, documents, images, and folklore) to analyze life in the native Woodland culture.

Components: **SS.3.3.1** – Examine traditions and customs of the native Woodland cultures (e.g. Iroquois Nation, Cherokee, and Seminole) to compare how families and other groups of people in the Woodland area lived with how people live today.

SS.3.3.2 – Describe the economic structure of the Woodland culture (trade, goods and services, food source, and transportation).

SS.3.3.3 – Explain some reasons for having rules and laws governing the lives of native people and determine how the fundamentals of government derived from the Iroquois Nation.

SS.3.3.4 – Analyze historical figures from diverse backgrounds who advanced the rights of individuals and groups to promote the common good (e.g. Dekanaweida, Tecumseh, Sequoyah, Pocahontas, Osceola, Chief John Ross, and Hiawatha).

SS.3.3.5 – Compare and contrast the culture of this area with the other areas of the Americas.

Outcome: **SS.3.4** Students will use a variety of resources (timelines, artifacts, maps, documents, images, and folklore) to analyze life in the native Plains culture.

Components: **SS.3.4.1** – Examine traditions and customs of the native Plains cultures (e.g. Cree, Sioux, Chippewa, and Cheyenne) to compare how families and other groups of people in the Plains area lived with how people live today.

SS.3.4.2 – Describe the economic structure of the Plains culture (trade, goods and services, food sources, and transportation).

SS.3.4.3 – Analyze historical figures from diverse backgrounds who advanced the rights of individuals and groups to promote the common good (e.g. Crazy Horse, Sacagawea, Sitting Bull, and Red Cloud).

SS.3.4.4 – Compare and contrast the culture of this area with the other areas of the Americas.

Outcome: **SS.3.5** Students will use a variety of resources (timelines, artifacts, maps, documents, images, and folklore) to analyze life in the native Southwest, Central, and South American culture.

Components: **SS.3.5.1** – Examine traditions and customs of the native Southwest cultures (e.g. Navajo and Hopi) and Central and South American cultures (e.g. Aztec and Mayan) to compare how families and other groups of people in these areas lived with how people live today.

SS.3.5.2 – Describe the economic structure of the Southwest, Central, and South American culture (trade, goods and services, food sources, and transportation).

SS.3.5.3 – Compare and contrast the culture of this area with the other areas of the Americas.

SS.3.5.4 – Analyze historical figures from diverse backgrounds who advanced the rights of individuals and groups to promote the common good (e.g. Geronimo, Cochise, Navajo Code Breakers, and Montezuma II).

Outcome: **SS.3.6** Students will use a variety of resources (timelines, artifacts, documents, and images) to analyze life in the native Northwest and Far North culture.
(OPTIONAL)

Components: **SS.3.6.1** – Examine traditions and customs of the native Northwest and Far North cultures (e.g. Ute, Nez Perce, Inuit, and Tlinglit) to compare how families and other groups of people in the Northwest and Far North area lived with how people live today.

SS.3.6.2 – Describe the economic structure of the Northwest and Far North cultures (trade, goods and services, food sources, and transportation).

SS.3.6.3 – Compare and contrast the culture of this area with the other areas of the Americas.

Science Curriculum
3rd Grade

Focus: *Life Science*

Purpose: Students will analyze the interrelatedness of living things within Biomes.
12.B.1a, 12.B.2a, 12.B.2b, 12.B.1b, 12.E.2c, 13.B.2d

Outcome: **S.3.1** Students will analyze ecosystems within the Ocean and Deciduous Forest biomes to determine interrelatedness of the living things and the energy flow within the system.

Components: **S.3.1.1** – Identify organization within the ecosystem (population, community, food chains, food webs, etc.) 12.B.1a, 12.B.1b

S.3.1.2 – Identify abiotic and biotic within the ecosystem. (**observing, classifying, using tools – hand lens**) 12.B.1a

S.3.1.3 – Determine relationships between producers, consumers (herbivores, carnivores, omnivores) and decomposers. (**classifying, research**) 12.B.2a

S.3.1.4 – Determine relationships among biotic components (including predator/prey, scavengers, symbiotic, parasite, host.) (**research**)
12.B.2a

S.3.1.5 – Examine the competition among living things (food, space).
12.B.1b

S.3.1.6 – Apply scientific inquiry by using proper lab safety and equipment to hypothesize, observe, and collect data, while dissecting an owl pellet. Draw conclusions about the predator/prey relationship. (**classification**)
12.B.2b, 11.A.2b, 11.A.2d, 11.A.1f, 13.A.1a, 13.A.1c, 13.A.2b

S.3.1.7 – Hypothesize the effects of societal causes on endangered animals and their habitats (air/water pollution, housing, developments, road construction, etc.) (**analyze data, concluding**) 13.B.2d, 12.E.2c

S.3.1.8 – Examine how plants and animals survive together in their ecosystems, describing the food chains and webs in various ecosystems. Compose a viable food chain. 12.B.2a

Focus: *Physical Science*

Purpose: Students will apply knowledge of force and motion.
12.D.2b, 12.D.2a, 11.B.1a, 11.B.1b, 11.B.1c, 11.B.1d, 11.B.1e, 13.A.2b

Outcome: **S.3.2** Students will analyze force and motion, differentiate between the seven types of simple machines (wheel and axel, screw, pulley, lever, inclined plane, wedge) and the work each can do.

Components: **S.3.2.1** – Define work. 12.D.2b, 12.D.2a

S.3.2.2 – Explain how a simple machine makes work easier. (**concluding**)
11.B.2a, 12.D.2b, 13.B.1d

S.3.2.3 – Identify and differentiate among the seven types of simple machines.
(**classification, using tools – spring scale**) 12.D.2b

S.3.2.4 – Conduct an experiment to demonstrate effectiveness of a simple machine. (Does it work?) (**using tools – spring scale**)
11.B.1b, 11.B.1c, 11.B.1d, 11.B.1e, 13.A.2b

S.3.2.5 – Identify and describe a compound machine. 12.D.2b

S.3.2.6 – Define and identify causes of friction and its effect on motion. (**using tools – measuring, data collecting**) 12.B.2b

S.3.2.7 – Identify forces (push and pull) and their effect on motion. 12.D.2b

S.3.2.8 – Design and construct a simple or compound machine. (**make a model, concluding**) 11.B.1a, 11.B.1b

Focus: *Earth Science*

Purpose: Students will examine the Earth's features.
12.E.2a, 12.E.2b, 12.E.1a, 12.E.1b, 12.E.1c, 11.A.2a, 11.A.2b, 11.A.2c, 11.A.2d,
13.B.1f, 13.B.2f

Outcome: **S.3.3** Students will explain the Earth's features including: Earth's layers, layers of soil, landforms, rocks, natural resources, and natural disasters.

Components: **S.3.3.1** – Describe the three different rock classifications (metamorphic, igneous, sedimentary.) (**classification**) 12.E.1a

S.3.3.2 – Categorize rocks by applying the streak and scratch tests.
11.A.2a, 11.A.2b, 11.A.2d

S.3.3.3 – Identify different uses for minerals. (**observation**) 12.E.1a

S.3.3.4 – Identify the three layers of soil (top soil, sub-soil, solid rock.)
(**observation**) 12.E.1a

S.3.3.5 – Identify and label the four layers of the Earth (inner core, outer core, mantle and crust) 12.E.1a, 11.A.2c

S.3.3.6 – Define resources.

S.3.3.7 – Compare the effects of society on natural resources. 17.C.1a, 17.C.1b, 13.B.2e

S.3.3.8 – Identify Earth's landforms including caves, mountains, hills, plateau, mesa, valley, canyon and shorelines. 12.E.1a, 12.E.2a

S.3.3.9 – Identify Earth's natural disasters such as volcanoes (model making), earthquakes, hurricanes, floods, Tsunami, tornados and explain the possible impact of the disaster including the effects of erosion. 12.E.2b, 12.E.1b

Math Curriculum
3rd Grade

Goal: ***Patterns, Functions, and Algebra***

Outcome: **M.3.1** Students will describe numerical relationships using variables and patterns.

Components: **M.3.1.1** – Describe, extend, and make generalizations about geometric and numeric patterns. 8.A.1a

M.3.1.2 – Identify commutative and associative properties and use them for computation with whole numbers. 8.C.1, 8.C.2

M.3.1.3 – Write and solve number sentences with missing addends. 8.A.1b, 8.D.1

M.3.1.4 – Solve number sentences that incorporate parenthesis. 8.C.2

Goal: ***Geometry***

Outcome: **M.3.2** Students will apply geometric concepts to two- and three-dimensional shapes, polygons, and lines.

Components: **M.3.2.1** – Identify, draw, and build polygons including pentagons, hexagons, and octagons. 9.A.2a

M.3.2.2 – Compare and contrast attributes of two- and three-dimensional objects using appropriate vocabulary (cube, pyramid, prism, cylinders, cones, spheres). 9.B.1a

M.3.2.3 – Identify, and draw right angles, $<$ and $>$ angles, parallel and intersecting lines. 9.B.2

M.3.2.4 – Identify faces, edges, vertices, and bases. 9.B.1a, 9.B.1b

Goal: ***Measurement***

Outcome: **M.3.3** Students will measure and compare quantities using appropriate units, instruments and methods.

Components: **M.3.3.1** – Identify pounds as a unit of weight and gallons as a unit of capacity. 7.A.1a

M.3.3.2 – Measure objects to the nearest $\frac{1}{2}$ unit in the U.S. customary and metric system. 7.A.1a

M.3.3.3 – Define perimeter. 7.C.2b

M.3.3.4 – Calculate the perimeter of polygons, including irregular shapes, with given dimensions. 7.C.1

M.3.3.5 – Show and explain the area of an object by counting square units. 7.C.1

M.3.3.6 – Tell time to the minute, using an analog clock and use quarter after and half past to describe time. 7.A.1b

M.3.3.7 – Solve number stories using time and temperature. 6.B.1, 7.A.1b, 7.A.1d

Goal: ***Data and Chance***

Outcome: **M.3.4** Students will organize and analyze data and predict results.

Components: **M.3.4.1** – Construct and interpret bar graphs, line graphs, and pictographs with more complex increments. 10.A.1a

M.3.4.2 – Identify and make up examples of likely, unlikely, and impossible probability events. 10.C.1a

M.3.4.3 – Explain probability as a fractional part of a group (a penny should land on its tail $\frac{1}{2}$ of the time). 10.C.1a

M.3.4.4 – Distinguish between fair and unfair games based on the probability of a certain outcome. 10.C.1a, 10.C.2a

M.3.4.5 – Make predictions based on the results received from a probability experiment. 10.A.1b

Goal: ***Operations and Computations***

Outcome: **M.3.5** Students will solve problems using all math operations with whole numbers and decimals.

Components: **M.3.5.1** – Recognize x, ●, *, and both division signs. 6.C.1a

M.3.5.2 – Add and subtract dollars and cents. 7.A.1c

M.3.5.3 – Add and subtract 2 and 3 digit numbers with and without regrouping. 6.B.1

M.3.5.4 – Compute change for a dollar. 7.A.1c

M.3.5.5 – Solve one and two-step addition and subtraction word problems. 6.B.1

M.3.5.6 – Memorize multiplication and division facts from 0 – 5. 6.C.2b

M.3.5.7 – Demonstrate fluency with multiplication and division fact families. 6.C.2b

M.3.5.8 – Solve one step multiplication and division problems. 6.B.1

Goal: *Numeration*

Outcome: **M.3.6** Students will demonstrate knowledge and use of numbers in a broad range of settings.

Components: **M.3.6.1** – Demonstrate fluency of skip counting by 3's, 4's, and 100's. 6.A.2, 8.A.1a

M.3.6.2 – Represent, order and compare whole numbers and decimals to demonstrate an understanding of place value to hundredths and ten-thousand. 6.A.2

M.3.6.3 – Label familiar fractions ($\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$). 6.A.1b

M.3.6.4 – Order and compare fractions given visuals. 6.A.1b

M.3.6.5 – Describe relationships between whole numbers and decimals using comparison notation (<, >, =). 6.A.1a

M.3.6.6 – Estimate sums and differences using rounding to 4-digit numbers. 6.C.1b

Language Arts
Grade 3

Purpose: Students will develop reading strategies and skills utilizing a variety of genres; demonstrate knowledge of story elements, and apply vocabulary strategies to construct meaning of text.

Focus: **Vocabulary**

Outcome: **LA.3.1** Students will apply vocabulary strategies to construct meaning of text.

Components: **LA.3.1.1** – Examine simple analogies. 1.A.2a

LA.3.1.2 – Use synonyms and antonyms to define words using appropriate grade level text. 1.A.2a LE

LA.3.1.3 – Identify compound words and explain their meanings through applying knowledge of individual words. 1.A.1b

LA.3.1.4 – Determine word meanings through the use of a variety of resources (dictionary, thesaurus, encyclopedia, technology resources). 1.A.2b LE

LA.3.1.5 – Utilize high frequency sight words. (see attachment C)

LA.3.1.6 – Determine the correct use of homonyms, homographs, and homophones using context clues. 1.A.1b

LA.3.1.7 – Determine the meaning of an unknown word using word, sentence, and cross-sentence clues. 1.A.1b

Focus: **Word Analysis**

Outcome: **LA.3.2** Students will apply word analysis strategies to construct meaning of text.

Components: **LA.3.2.1** – Recognize and construct abbreviations as they appear in written text.

LA.3.2.2 – Identify the base word of familiar words with affixes. 1.A.2a LE

LA.3.2.3 – Determine the meaning of familiar words using the knowledge of common prefixes and suffixes. (see appendix F) 1.A.2a

LA.3.2.4 – Recognize and construct contractions. (see appendix E)

LA.3.2.5 – Create words that contain double consonants and demonstrate the ability to double the consonant before adding a suffix.

LA.3.2.6 – Apply the skill of dropping –e before adding a suffix.

LA.3.2.7 – Identify and use regular and irregular plural words.

LA.3.2.8 – Identify singular and plural possessives.

LA.3.2.9 – Recognize new words using the knowledge of word patterns and diagraphs. 1.A.1a

LA.3.2.10 – Identify words having the same vowel sound. 1.A.1a

Focus: **Comprehension Strategies and Skills**

Outcome: **LA.3.3** Students will apply reading skills to improve comprehension of fiction text.

Components: **LA.3.3.1** – Identify cause and effect.

LA.3.3.2 – Identify problem (conflict) and resolution. 1.B.2b LE

LA.3.3.3 – Identify sequential structure of a given text.

LA.3.3.4 – Differentiate between fact and opinion. 1.C.2d

LA.3.3.5 – Distinguish the main ideas and supporting details in a given text.

LA.3.3.6 – Establish a purpose for reading by activating prior knowledge. 1.B.2a LE, 1.B.1a EE

LA.3.3.7 – Choose appropriate material to read aloud with fluency and accuracy. 1.B.2d LE, 1.B.1d EE

LA.3.3.8 – Demonstrate the ability to retell and summarize a passage. 1.C.2d LE, 1.C.1d EE

LA.3.3.9 – Demonstrate the ability to skim a passage for information.

LA.3.3.10 – Evaluate the accuracy of a summary of a given passage. 1.C.3d

LA.3.3.11 – Describe the difference between prose vs. poetry. 2.A.1c

LA.3.3.12 – Relate characters, setting and plot to real life situations. 2.B.1c

LA.3.3.13 – Identify common themes in a variety of literature selections. 2.B.1b

LA.3.3.14 – Draw conclusions using text information and schema. 1.B.1a, 1.B.2a, 1.C.2d, 2.B.2a

LA.3.3.15 – Identify the use of dialogue in a given text. 1.C.1e

LA.3.3.16 – Describe how illustrations help express ideas. 1.C.1e

Outcome: **LA.3.4** Students will apply reading skills to improve comprehension of nonfiction text.

Components: **LA.3.4.1** – Identify cause and effect.

LA.3.4.2 – Compare and contrast a given topic. 1.C.2c LE, 1.C.1c EE

LA.3.4.3 – Identify sequential structure of a given text. 1.B.2b LE

LA.3.4.4 – Differentiate between fact and opinion.

LA.3.4.5 – Use information from functional texts (charts, graphs, maps, etc.) to draw conclusions. 1.C.2f LE, 1.C.1f EE

LA.3.4.6 – Identify and use features of nonfiction text.

LA.3.4.7 – Establish a purpose for reading by activating prior knowledge. 1.B.2a LE, 1.B.1a EE

LA.3.4.8 – Explain the difference between fiction and nonfiction. 2.A.1b

LA.3.4.9 – Draw conclusions using text information and schema. 1.B.1a, 1.B.2a, 1.C.2d, 2.B.2a

Outcome: **LA.3.5** Students will apply strategies to improve comprehension.

Components: **LA.3.5.1** – Identify and explain connections to text to better understand the text. 2.B.2a LE, 2.B.1a EE

LA.3.5.2 – Identify important ideas within text.

LA.3.5.3 – Draw inferences about the text and support them with textual evidence and prior knowledge. 2.B.2a LE, 2.B.1a EE

LA.3.5.4 – Support predictions about the text. 1.C.2a LE, 1.C.1a EE

LA.3.5.5 – Develop literal and inferential questions before, during, and after reading to deepen comprehension of text. 1.B.2a LE, 1.B.1a EE

LA.3.5.6 – Explain a new insight gained from synthesizing text. 1.C.3b, 1.C.3c, 1.C.3d, 1.C.2b

LA.3.5.7 – Create images that include multi-sensory information to develop an understanding of text.

LA.3.5.8 – Apply self-monitoring and self-correcting strategies to clarify understanding during reading (re-reading, ask questions, skip and go on, context clues, picture clues). 1.B.2c LE, 1.B.1c EE

LA.3.5.9 – Use inferences to identify main themes and topics. 1.C.2b

Focus: **Literary Elements**

Outcome: **LA.3.6** Students will demonstrate how literary elements and techniques enhance meaning in a variety of literary works.

Components: **LA.3.6.1** – Identify author’s purpose. 1.C.1e

LA.3.6.2 – Determine character traits.

LA.3.6.3 – Explain how a character changes over time.

LA.3.6.4 – Identify the literary elements of plot (setting, character, supporting character, problem/conflict, events, resolution). 2.A.2b LE, 2.A.1a EE

LA.3.6.5 – Identify changes in dialogue and narration. 2.A.2a LE

LA.3.6.6 – Identify examples of figurative language (assonance, personification, simile, metaphor, onomatopoeia) and explain how authors and illustrators use this to express their ideas. 1.C.2e

LA.3.6.7 – Identify a variety of genres. (see appendix G) 1.B.1b EE, 2.A.2c

LA.3.6.8 – Distinguish between narrator and character points of view. 1.C.2e

LA.3.6.9 – Identify theme. 2.B.1b

Language Arts (Writing)
Grade 3

Focus: Conventions

Outcome: **LAW.3.1** Students will utilize appropriate grammar and grammar in written work.

Components: **LAW.3.1.1** – Identify and demonstrate appropriate use of nouns, pronouns, verbs, adjectives, and adverbs.

LAW.3.1.2 – Identify and construct plural and possessive nouns.

LAW.3.1.3 – Demonstrate subject/verb agreement in complete sentences.

LAW.3.1.4 – Demonstrate correct sentence structure using subjects and predicates.

LAW.3.1.5 – Identify and use verb tense appropriately.

LAW.3.1.6 – Identify and use a variety of sentence types (e.g., statements, questions, exclamations, simple, and compound).

LAW.3.1.7 – Identify and construct common abbreviations.

LAW.3.1.8 – Use appropriate text layout for written work (e.g., paragraphing, quotation marks, underlining, dialogue punctuation, title selection, and indentation).

LAW.3.1.9 – Spell grade-appropriate words correctly (e.g., high-frequency words, homophones, contractions, abbreviations, plurals, and possessives).

LAW.3.1.10 – Form cursive letters correctly in everyday writing.

Outcome: **LAW.3.2** Students will utilize appropriate capitalization and punctuation.

Components: **LAW.3.2.1** – Capitalize proper nouns and words at the beginning of sentences.
3.A.1

LAW.3.2.2 – Use appropriate ending punctuation.

LAW.3.2.3 – Use commas appropriately (e.g., a list, introductory word, compound sentence).

LAW.3.2.4 – Use apostrophes appropriately in contractions and possessives.

Focus: Composition

Outcome: **LAW.3.3** Students will compose pieces using the steps of the writing process.

Components: **LAW.3.3.1** – Use appropriate prewriting strategies to formulate ideas (e.g., brainstorm list, outline, and/or graphic organizer).
LAW.3.3.2 – Develop paragraph structure using proper form (e.g., topic sentence, supporting details, and conclusion sentence).
LAW.3.3.3 – Compose a rough draft maintaining a clear focus.
LAW.3.3.4 – Revise a written piece for sentence fluency.
LAW.3.3.5 – Edit a written piece for conventions.
LAW.3.3.6 – Publish selected pieces of writing.

Outcome: **LAW.3.4** Students will compose pieces utilizing correct structure, focus, and organization.

Components: **LAW.3.4.1** – Organize writing structure for appropriate purpose, audience, and context.
LAW.3.4.2 – Construct multi-paragraph pieces using proper form (e.g., leads, thesis statement, introduction/conclusion paragraphs, and body paragraphs).
LAW.3.4.3 – Use textual evidence to support ideas.
LAW.3.4.4 – Use basic transition words to connect ideas.
LAW.3.4.5 – Utilize voice and word choice to enhance a written piece.

Focus: Writing for a Purpose

Outcome: **LAW.3.5** Students will write composition using the writing process for a variety of purposes and audiences.

Components: **LAW.3.5.1** – Write a well-developed expository piece.
LAW.3.5.2 – Persuade a reader to support an idea by providing justification with several reasons.
LAW.3.5.3 – Create a narrative piece (e.g., personal narrative, creative, and descriptive).
LAW.3.5.4 – Demonstrate knowledge of a topic through multimedia.
LAW.3.5.5 – Construct a letter using the correct format.
LAW.3.5.6 – Write poetry in a variety of formats.
LAW.3.5.7 – Compose written responses to reading (e.g., summary, journal writing).

Focus: Information

Outcome: **LAW.3.6** Students will locate, organize, and use information from a variety of sources to communicate ideas.

Components: **LAW.3.6.1** – Identify the focus area of research. 5.A.2a

LAW.3.6.2 – Generate questions of interest using learning aids (e.g., graphic organizers). 5.A.2a

LAW.3.6.3 – Locate and use a variety of sources to collect information (e.g., text, available technology, encyclopedia, dictionary, thesaurus, interviews). 5.B.2a

LAW.3.6.4 – Use text feature to locate information in a book. 5.B.2a

LAW.3.6.5 – Arrange information in an orderly manner (e.g., outlining, note taking, sequencing, and graphic organizers). 5.A.2b

LAW.3.6.6 – Design a variety of print and/or non-print products. 5.C.2a

LAW.3.6.7 – Cite sources used. 5.B.2b

Focus: Speaking

Outcome: **LAW.3.7** Students will speak effectively using language appropriate to the situation and audience.

Components: **LAW.3.7.1** – Utilize effective speaking skills (e.g., eye contact, voice, speak clearly, pace, volume, appropriate emotion). 4.B.2b

LAW.3.7.2 – Deliver an oral presentation with an intended purpose and audience. 4.B.2a, 5.C.2b

LAW.3.7.3 – Utilize techniques to avoid stress and anxiety during speaking (e.g., prepare and practice presentation in advance, use notes and outlines). 4.B.2c

LAW.3.7.4 – Contribute to small and large group discussions by following accepted guidelines for verbal interaction (e.g., volume, pace, courteous and relevant responses, appropriate language and vocabulary). 4.B.2b

LAW.3.7.5 – Use proper language, vocabulary, and nonverbal expressions for intended purpose and audience (e.g., conflict resolution, small group, large group, oral presentations). 4.B.2a, 4.B.2d

Focus: Listening

Outcome: **LAW.3.8** Students will listen effectively in formal and informal situations.

Components: **LAW.3.8.1** – Apply active listening skills in a variety of situations (e.g., eye contact; proper body language; courteous, turn-taking behavior; non-judgmental responses, manage distractions). 4.A.2a

LAW.3.8.2 – Restate and carry out a variety of oral instructions. 4.A.2c

LAW.3.8.3 – Ask and respond to questions related to oral presentations. 4.A.2b

LAW.3.8.4 – Paraphrase, summarize, or retell the content of both formal and informal presentations either orally or written (e.g., directions, conversations, announcements, guest speakers, media presentations). 4.A.2a

Technology
3rd Grade

Focus: Beginning keyboarding skills.

Purpose: Students will apply beginning keyboarding skills and internet search skills; demonstrate proficiency in use of publishing applications and implement ISAFE Curriculum.

Outcome: **T.3.1** Students will demonstrate ability to access a computer on a network.

Components: **T.3.1.1** – Identify the hardware, software, and peripherals. 60.C.2

T.3.1.2 – Demonstrate how to log on and off the computer with a password. 60.A.2a

T.3.1.3 – Demonstrate how to use a mouse to double click on an icon. 60.A.2a, 60. A.2c

T.3.1.4 – Demonstrate the left and right-click of the mouse. 60.A.2c

T.3.1.5 – Save and print documents. 60.A.2a, 60.B.2

T.3.1.6 – Save documents on the network. 60.A.2a, 60.B.2

Outcome: **T.3.2** Students will create and edit documents using a variety of available software.

Components: **T.3.2.1** – Create a document using a variety of software. 62.A.2

T.3.2.2 – Apply basic commands to open and close, and save a document. 62.A.2

T.3.2.3 – Change the fonts. 62.A.2

T.3.2.4 – Use the tab key to indent paragraphs. 62.A.2

T.3.2.5 – Demonstrate appropriate use of spell check and thesaurus. 60.A.2c

T.3.2.6 – Apply drawing tools to appropriate tasks. 61.A.2

T.3.2.7 – Use a template to produce slide presentations. 62.A.2

T.3.2.8 – Produce various desktop publications (calendar, brochure, etc.) 62.B.2

T.3.2.9 – View and interpret a spreadsheet. (graphs and charts) 64.C.2

Outcome: **T.3.3** Students will demonstrate keyboarding techniques.

Components: **T.3.3.1** – Demonstrate the correct hand position on the keyboard to touch type. 60.A.2d

T.3.3.2 – Demonstrate the correct fingering of the enter key, backspace key, and delete key. 60.A.2d

T.3.3.3 – Lock key, space bar and shift keys. 60.A.2d

T.3.3.4 – Demonstrate the correct fingering patterns on the keyboard of the alpha keys. 60.A.2d

T.3.3.5 – Demonstrate the correct fingering of the Numeric keys. 60.A.2d

T.3.3.6 – Use the mouse to highlight text. 63.B.2

Outcome: **T.3.4** Students will demonstrate responsible use of technology.

Components: **T.3.4.1** – Follow class and school rules for proper use of computers. 61.A.2

T.3.4.2 – Locate information on the Internet using teacher selected bookmarked sites. 61.B.2

T.3.4.3 – Compare information from multiple sites. 61.C.2, 64.C.2

T.3.4.4 – Evaluate information obtained from Internet sites. 65.B.2

T.3.4.5 – Organize information from diverse sources in order to draw conclusions. 65.A.2

Outcome: **T.3.5** Students will develop an understanding of the concept of Intellectual Property and apply this understanding to their Internet use.

Components: **T.3.5.1** – Define the basic concepts of property and Intellectual Property.

T.3.5.2 – Identify and give examples of Intellectual Property, including vocabulary, introduction to piracy and how to cite sources.

T.3.5.3 – Recognize the importance of citing sources found on the internet-- example: web address for text or images or a book title.

Art Curriculum
Grades 2-3

Outcome: Students will make informed choices in using art elements to create original works of art.

Components: **A.1.1** – Identify primary, secondary, neutral, warm/cool and complementary colors and proper alignment of a color wheel. 25.A.1d

A.1.2 – Recognize expressive characteristics and movement of line.
25.A.1d

A.1.3 – Identify geometric and organic shapes. 25.A.1d

A.1.4 – Recognize and apply pattern to a variety of art materials. 25.A.1d

A.1.5 – Demonstrate the ability to draw properly proportioned human faces and figures. 25.A.1d

A.1.6 – Create original works of art incorporating color, line, shape and pattern.
26.B.2d

Outcome: Students will apply proper use of art materials and compare and contrast visual art information.

Components: **A.2.1** – Demonstrate proper use and care of art tools and materials.
26.A.1e, 26.A.2f

- Brushes and paints
- Markers
- Colored and regular pencils
- Clay and clay tools
- Scissors
- Chalk or oil pastels
- Fiber/yarn

A.2.2 – Demonstrate proper use of art terms to describe, analyze and interpret visual qualities in works of art. 25.B.2

- Describe sensory and design qualities in artwork.
- Analyze themes in artwork.
- Analyze technical qualities in artwork.
- Offer reasons for judgments of artwork by comparing and contrasting two pieces of art.

Outcome: Students will identify works of art from major historical periods and various cultures and describe how they reflect upon societies past and present.

Components: **A.3.1** – Demonstrate an understanding of architecture, craft and related art forms in everyday life through creating original works of art. 27.A.1a

A.3.2 – Describe and create works of art reflecting a variety of different cultures and historical artistic movements. 27.A.1b

- Native American art
- Ancient Egyptian life
- Impressionism
- Latin American art
- African American art

MUSIC
3rd Grade

Purpose: Students will use song, speech, movement and instruments to explore and demonstrate dotted half-notes and sixteenth-notes and duple/triple meters. Students will use song, speech, movement and instruments to explore and demonstrate high do and fa.

Focus: Dotted half-notes and sixteenth notes and duple/triple meters.
Adding pitches of high do and fa.

Outcome: **M.3.1** Students will create a rhythm piece in **abac** form by constructing two 8 beat patterns, using dotted half-notes, sixteenth-notes, and other previously learned rhythms.

Using traditional, ethnic, or folk songs:

Components: **M.3.1.1** – Demonstrate the proper way to count/clap a dotted half-note.
25.A.1c, 26.A.1d, 27.B.1

M.3.1.2 – Demonstrate the proper way to count/clap sixteenth notes.
25.A.1c, 26.A.1d, 27.B.1

M.3.1.3 – Create 8 beat rhythm patterns. 25.A.1c, 26.A.1d

M.3.1.4 – Perform 8 beat pattern using body percussion.
25.A.1c, 26.A.1c, 26.A.1d, 26.B.1c

M.3.1.5 – Work with 2 partners to create a piece that is in **abac** form.
25.A.1c, 26.A.1c, 26.A.1d

M.3.1.6 – Perform piece as B section with chosen song.
25.A.1c, 26.A.1d, 26.B.1c, 27.A.1b, 27.B.1

M.3.1.7 – Modify rhythm piece so that it has a different form (i.e. **aaba**, **aabc**, **abca**). 25.A.1c, 26.A.1d, 26.B.1c, 27.A.1b, 27.B.1

Outcome: **M.3.2** Students will improvise 8 beat pattern using the pitches do, re, mi, so, and la.

Using traditional, ethnic, or folk songs:

Components: **M.3.2.1** – Identify the pitches do, re, mi, so, la using hand signs and body pitches.
25.A.1c, 26.A.1d, 27.B.1

M.3.2.2 – Locate do, re, mi, so, and la on staff. 25.A.1c, 26.A.1d

M.3.2.3 – Create, using notation on staff, 4 beat patterns using do, re, mi, so, and la. 25.A.1c, 26.A.1d

M.3.2.4 – Demonstrate the 4 beat patterns using hand signs/body pitches. 25.A.1c, 26.A.1d

M.3.2.5 – Perform pattern using singing voice. 25.A.1c, 26.A.1d, 26.B.1c

M.3.2.6 – Improvise a new 4 beat pattern of do, re, mi, so, and la. 25.A.1c, 26.A.1d, 26.B.1c

M.3.2.7 – Show new pattern by placing notation on the staff. 25.A.1c, 26.A.1d, 26.B.1c

M.3.2.8 – Create a B section for familiar song by combining 4 beat pattern with a partner's 4 beat pattern. (use **abab**, **aabb**, **abba**, **abbb**, etc. phrase form) 25.A.1c, 26.A.1d, 26.B.1c, 27.B.1

Outcome: **M.3.3** Students will analyze a musical performance according to the following criteria:

Components: **M.3.3.1** – Identify rhythm as half notes, half rests, quarter notes, quarter rests, or eighth notes and eighth rests. 25.A.1c, 26.A.1d

M.3.3.2 – Identify meter as duple or triple. 25.A.1c, 26.A.1d

M.3.3.3 – Identify form as 'same', 'almost the same', or 'totally different' (i.e., AA, AA', or AB). 25.A.1c, 25.B.1, 26.A.1d

M.3.3.4 – Identify dynamics as pp, p, mp, mf, f, ff. 25.A.1c, 25.B.1, 26.A.1d

M.3.3.5 – Identify tempo as largo, andante, or presto. 25.A.1c, 25.B.1, 26.A.1d

M.3.3.6 – Identify melodic contour. 25.A.1c, 25.B.1, 26.A.1d

M.3.3.7 – Identify orchestration. 26.A.1c, 27.B.1

M.3.3.8 – Using traditional, ethnic, or folk song, conduct $\frac{3}{4}$ meter with appropriate hand gestures.

25.A.1c, 25.B.1, 26.A.1c, 26.A.1d, 27.A.1a, 27.A.1b, 27.B.1

Health
3rd Grade

Focus: Injury & Illness Prevention

Purpose: Students will apply knowledge of disease and injury prevention practices and also identify the functions of the human body.

Outcome: Students will apply knowledge of disease and accident prevention practices.

Components: **H.3.1.1** – Identify the importance of doctor care (immunization, checkups, etc.).
22.A.1b

H.3.1.2 – Identify ways to treat common illnesses. 22.A.1b

H.3.1.3 – Identify risk reducing behaviors (traffic rules, playground rules, sunscreen, seatbelts, fire safety). 22.B.1 SES 1.A1b

H.3.1.4 – Differentiate healthy foods vs. unhealthy foods (junk food vs. nutritional snacks). 22.B.1

Outcome: Students will apply healthy decision making skills.

Components: **H.3.2.1** – Define and recite refusal skills. 24.A.1b, 3.B.1b SES 1.B1a

H.3.2.2 – Generate positive ways to resolve conflicts (calm, compromise).
24.A1.a, 2.D.1b, 2.D.2b SES 3B1b, SES 3A1a SES 2D1a

H.3.2.3 – Identify ways that one’s feelings can affect physical, mental and social health. 24.A.1b, 1.A.2b SES 2A1a

Outcome: Students will explain healthy habits for the human body system.

Components: **H.3.3.1** – Identify the nervous system components and the function of the system.
23.A.1

H.3.3.2 – Explain the functions of the circulatory/respiratory systems. 23.A.1,
23.A.2

H.3.3.3 – Describe healthy food choices for the muscular/skeletal system. 23.A.1,
23.B.1

H.3.3.4 – Describe healthy food choices for the circulatory system. 23.A.1, 23.B.1

H.3.3.5 – Describe healthy habits for maintaining the digestive system. 23.A.1,
23.B.1

H.3.3.6 – Identify factors that influence growth and development on the human body (environmental, nutritional, etc.). 23.C.1

P.E.
Grades 2-3

- Purpose:** Students will demonstrate an understanding of the principals of movement skills through age appropriate games and fitness activities. Students will apply rules and safety practices during physical activity. They will demonstrate responsibility and cooperation.
- Outcome:** Students will demonstrate an ability to progress through the principles of movement skills in various modified sports activities. 19.A.2, 19.B.2, 19.C.2a, 19.C.2b
- Components:**
- 1.1** – Demonstrate the ability to perform a range of sports skills at their individual ability level. 19.A.2, 19.B.2
 - Demonstrate movement skills with many variations. (ie. Explore variations of throwing a ball, overhand, underhand, sidearm, one hand, two hands).
 - 1.2** – Demonstrate the ability to apply the learned sports skills to lead-up games and activities. 19.C.2a, 19.C.2b
 - Combine different movement skills to form more complex skills. (ie. Dribble a soccer ball while running at different speeds and using the inside/outside of the feet).
 - 1.3** – Demonstrate the ability to apply knowledge learned from lead-up games to modified team games. 19.C.2a, 19.C.2b
 - Utilize implements (bat, ball, racquet) combined with motor skills (movement skills) to perform specific skills. (ie. Perform basic hitting, catching, and throwing mechanics).
- Outcome:** Students will demonstrate an ability to recognize the benefits of cardiovascular activity through health-enhancing physical fitness. 20.B.1
- Components:**
- 2.1** – Demonstrate the ability to describe the affects of exercise and lack of exercise on the human body as well as distinguishing between good and bad eating habits. 20.B.1, 20.A.2b, 20.A.2a
 - Describe what can happen to the bodies of people who do not exercise and who overeat /diet poorly (ie. Explain why some people have more body fat than others).
 - 2.2** – Demonstrate the ability to recognize the importance of a healthy lifestyle creating a habit of lifelong physical activity. 20.B.1, 20.A.2b, 20.A.2a

- Participate in moderate to vigorous physical activity during and after school (i.e., Participate in kickball both in school PE and outside of school)

2.3 – Demonstrate the ability to recognize the negative affects on fitness of drugs, tobacco, and alcohol. 22.A2c

- Brainstorm the affects of various drugs, tobaccos, and alcohols (drug awareness posters, tobacco and alcohol visual aids).

Outcome: Students will demonstrate the ability to show responsibility and cooperation in everyday physical activities.
21.A.1a, 21.B.1, 21.A.2a, 21.B.2

Components: **3.1** – Demonstrate a willingness to work with other students toward a common goal. 21.A.1a, 21.B.1, 21.A.2a, 21.B.2

- Participate with a partner or team in a game situation requiring problem solving skills. (ie. Participate in the “Uno relay” where students work toward a common goal of finding the same color cards).
- Engage easily in low organization games requiring cooperative play (fewer rules and lower level such as line games).

3.2 – Accept responsibility for own class participation.
21.A.1a, 21.B.1, 21.A.2a, 21.B.2

- Assist teacher in setting up and taking down gym equipment.
- Students come prepared for class (ie. Wear appropriate shoes and ready to participate).
- Active listening to teacher and peers
- Participate in game activities and show positive sportsmanship by shaking hands with classmates.

3.3 – Demonstrate an understanding of rules, regulations, and safety practices.
21.A.2b