

**Cumberland County Schools**  
**Parent Curriculum Guide**



**Third Grade**

# ENGLISH LANGUAGE ARTS

The elementary language arts curriculum is organized around a balanced literacy framework of teaching. Using this approach, students build an understanding of the four strands of literacy: reading, writing, speaking and listening, and language. As students advance through each grade and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit an understanding of increasingly complex skills. The following grade-specific standards define what students should understand and be able to do by the end of the year to progress towards college and career readiness in each particular area.

## Reading: Literature

### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.

### Integration of Knowledge and Ideas

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.



## Reading: Informational Text

### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

## Reading: Informational Text (Continued)

### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

### Integration of Knowledge and Ideas

7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

## Reading: Foundational Skills

### Phonics and Word Recognition

1. Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
  - b. Decode words with common Latin suffixes.
  - c. Decode multi-syllable words.
  - d. Read grade-appropriate irregularly spelled words.

### Fluency

2. Read with sufficient accuracy and fluency to support comprehension.
  - a. Read grade-level text with purpose and understanding.
  - b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Writing

### Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - b. Provide reasons that support the opinion.
  - c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
  - d. Provide a concluding statement or section.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

## Writing (Continued)

### Text Types and Purposes (Continued)

- a. Develop the topic with facts, definitions, and details.
  - b. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
  - c. Provide a concluding statement or section.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - c. Use temporal words and phrases to signal event order.
  - d. Provide a sense of closure.

### Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.)
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. (Begins in grade 4)

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## Speaking and Listening

### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
  - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  - b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## Speaking and Listening (Continued)

### Presentation of Knowledge and Ideas

4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Language

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - b. Form and use regular and irregular plural nouns.
  - c. Use abstract nouns (e.g., childhood).
  - d. Form and use regular and irregular verbs.
  - e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
  - f. Ensure subject-verb and pronoun-antecedent agreement.\*
  - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - h. Use coordinating and subordinating conjunctions.
  - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - a. Capitalize appropriate words in titles.
  - b. Use commas in addresses.
  - c. Use commas and quotation marks in dialogue.
  - d. Form and use possessives.
  - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
  - f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
  - g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases for effect.
  - b. Recognize and observe differences between the conventions of spoken and written standard English.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase.
  - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*).
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*).
  - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

## Language (Continued)

### Vocabulary Acquisition and Use (continued)

5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
  - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

## Third Grade Writing Sample

The writing standards call for students to write for a variety of purposes and to use technology to produce and publish their writing. Students are expected to write in varied genres, building mastery in a range of skills and applications.

Third graders will continue to compose three different types of writing: opinion pieces, narrative texts, and informative/explanatory texts. Third grade students will produce writing appropriate to task and purpose with guidance and support from adults. Students continue to demonstrate a growing command of the conventions of standard written English. They will develop and strengthen writing as needed and use technology to produce and publish writing.

The following is an example of an informative/explanatory piece about horses and was produced in class.

### Student Sample - Grade 3: Informative/Explanatory

#### Horses by Gwen



#### Why I Chose This Animal

I chose horses because I like to ride them. I also like to pet them. At the camp I go to everybody gets to have horses back riding lessons. Horses are so beautiful and fun to ride.

#### Horse Families

A mother or female horse is called a mare. A father or male horse is called a stallion. A foal is a baby horse.

#### Markings

A star is a little white diamond on the forelock. The forelock is a horse's forehead. A race is a white line down the middle of the horse's face. A blaze is kind of like a race but wider. If the white line on its face spreads out to its eyes it is called a white face. A small amount of white on its muzzle is called a snip. A muzzle is a horse's mouth.

#### Breeds and Color Coats

Icelandic and Shetland ponies are very small when they are full grown. Chestnuts are red-brown and Roans have white hairs on their brown coat. Cream is a rare color. Rare means you don't see the color cream very much. Brown horses are brown all over. Blacks are black all over. Piebalds have black and white spots. Skewbalds are brown and white. Duns are a sandy brown with black manes and tails. Palominos have a yellowish coat and a shiny mane and tail. Grays have black and white hairs that make the color gray. Bays are brown with black manes, tails, and legs. Whites are white all over.

#### Breeds I like

I like thoroughbreds because they are such a pretty brown. I like Arabians because their different coats are very beautiful and they're one of the oldest horses. I like Morgans because they have a beautiful reddish-brown coat. I like Lipizzaners because their white coats are so very pretty. I like Icelandic and Shetland ponies because they are so very cute, pretty and small.

# MATHEMATICS

The elementary mathematics curriculum is designed to develop deep understanding of foundational math ideas. In order to allow time for such understanding, each grade level focuses on concepts and skills related to two-four focal points (including geometry, number sense, and fractions). The scope and sequence of the curriculum allows students to develop understanding of concepts, key ideas, and the structure of mathematics. Through this study, students will also develop behaviors of proficient mathematicians. They will learn how to justify their thinking, reason abstractly, use precise language, and notice patterns.

## Operations and Algebraic Thinking

### Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as  $5 \times 7$ .*
2. Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as  $56 \div 8$ .*
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 \times ? = 48$ ,  $5 = \_ \div 3$ ,  $6 \times 6 = ?$*

### Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide. *Examples: If  $6 \times 4 = 24$  is known, then  $4 \times 6 = 24$  is also known. (Commutative property of multiplication.)  $3 \times 5 \times 2$  can be found by  $3 \times 5 = 15$ , then  $15 \times 2 = 30$ , or by  $5 \times 2 = 10$ , then  $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that  $8 \times 5 = 40$  and  $8 \times 2 = 16$ , one can find  $8 \times 7$  as  $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)*
6. Understand division as an unknown-factor problem. *For example, find  $32 \div 8$  by finding the number that makes 32 when multiplied by 8.*

### Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that  $8 \times 5 = 40$ , one knows  $40 \div 5 = 8$ ) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers.

### Solve problems involving the four operations, and identify and explain patterns in arithmetic.

8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

## Number and Operations in Base Ten

### Use place value understanding and properties of operations to perform multi-digit arithmetic.

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g.,  $9 \times 80$ ,  $5 \times 60$ ) using strategies based on place value and properties of operations.

## Number and Operations - Fractions

### Develop understanding of fractions as numbers.

1. Understand a fraction  $1/b$  as the quantity formed by 1 part when a whole is partitioned into  $b$  equal parts; understand a fraction  $a/b$  as the quantity formed by  $a$  parts of size  $1/b$ .
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
  - a. Represent a fraction  $1/b$  on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into  $b$  equal parts. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.
  - b. Represent a fraction  $a/b$  on a number line diagram by marking off a lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
  - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
  - b. Recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.
  - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.  
*Examples: Express 3 in the form  $3 = 3/1$ ; recognize that  $6/1 = 6$ ; locate  $4/4$  and 1 at the same point of a number line diagram.*
  - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

## Measurement and Data

1

2

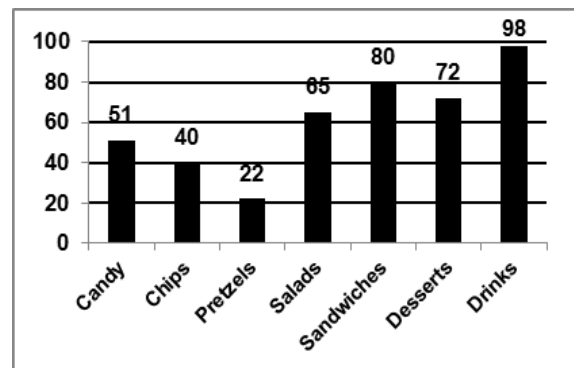
3

### Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

### Represent and interpret data.

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.





## Measurement and Data (Continued)

1

2

3

### Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
  - a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.
  - b. A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).
7. Relate area to the operations of multiplication and addition.
  - a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
  - b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
  - c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.
  - d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

### Geometric measurement: recognize perimeter as an attribute of plane figures, and distinguish between linear and area measures.

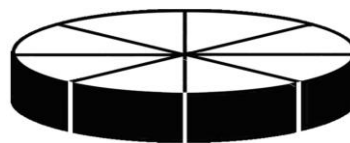
8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

## Geometry

### Reason with shapes and their attributes.

1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.

2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as  $\frac{1}{4}$  of the area of the shape.



# SCIENCE

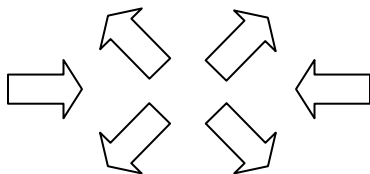
The goal for third grade students is focused on identifying systems and patterns in systems. Systems are the units of investigations. Students learn that a system is an interrelated group of objects or components that forms a functioning unit. The natural and human designed world is complex; it is too large and complicated for students to investigate and comprehend all at once. The third grade program allows students to identify small components of a system for in-depth investigation. Each investigational unit addresses a particular system. Force and motion, three states of matter, transfer of energy, plant life cycle, landforms, Earth/Moon/Sun, and the skeletal and muscle systems of the human body are investigated as systems.

## Physical Science

### Forces and Motion

**Understand motion and factors that affect motion.**

1. Infer changes in speed or direction resulting from forces acting on an object.
2. Compare the relative speeds (faster or slower) of objects that travel the same distance in different amounts of time.
3. Explain the effects of Earth's gravity on the motion of any object on or near the Earth.



### Matter, Properties, and Change

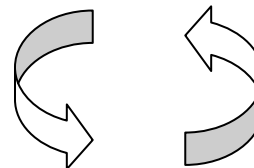
**Understand the structure and properties of matter before and after they undergo a change.**

1. Recognize that air is a substance that surrounds us, takes up space, and has mass.
2. Compare solids, liquids, and gases based on their basic properties.
3. Summarize changes that occur to the observable properties of materials when different degrees of heat are applied to them, such as melting ice or ice cream, boiling water or an egg, or freezing water.

### Energy: Conservation and Transfer

**Recognize how energy can be transferred from one object to another.**

1. Recognize that energy can be transferred from one object to another by rubbing them against each other.
2. Recognize that energy can be transferred from a warmer object to a cooler one by contact or at a distance and the cooler object gets warmer.



## Earth Science

### Earth in the Universe

**Recognize the major components and patterns observed in the Earth/Moon/Sun system.**

1. Recognize that the Earth is part of a system called the solar system that includes the Sun (a star), planets, and many moons and that the Earth is the third planet from the sun in our solar system.
2. Recognize that changes in the length and direction of an object's shadow indicate the apparent changing position of the Sun during the day, although the patterns of the stars in the sky, to include the Sun, remain the same.

### Earth Systems, Structures, and Processes

**Compare the structures of the Earth's surface, using models or three-dimensional diagrams.**

1. Compare Earth's saltwater and freshwater features (including oceans, seas, rivers, lakes, ponds, streams, and glaciers).
2. Compare Earth's land features (including volcanoes, mountains, valleys, canyons, caverns, and islands) by using models, pictures, diagrams, and maps.

## Life Science

### Structures and Functions of Living Organisms

**Understand human body systems and how they are essential for life: protection, movement, and support.**

1. Compare the different functions of the skeletal and muscular systems.
2. Explain why skin is necessary for protection and for the body to remain healthy.

### Ecosystems

**Understand how plants survive in their environments.**

1. Remember the function of the following structures as it relates to the survival of plants in their environments:
  - Roots – absorb nutrients
  - Stems – provide support
  - Leaves – synthesize food
  - Flowers – attract pollinators and produce seeds for reproduction
2. Explain how environmental conditions determine how well plants survive and grow.
3. Summarize the distinct stages of the life cycle of seed plants.
4. Explain how the basic properties (texture and capacity to hold water) and components (sand, clay, and humus) of soil determine the ability of soil to support the growth and survival of many plants.

## SOCIAL STUDIES

In third grade, students draw upon knowledge learned in previous grades to develop more sophisticated understandings of how communities may be linked to form larger political units, and how there are cultural, geographic, and economic connections. Students will understand the importance of being a citizen and identify the contributions of selected individuals in the local community. Students will recognize that Americans are comprised of people who have diverse ethnic origins and traditions who all contribute to American life. Using both primary and secondary sources, students understand the significant role of the individual in shaping history and explore changes in communities and regions over time. Through the study of historical narratives, students are introduced to the concept of perspective by asking them to explain why people can describe the same event differently. This serves as a building block for more sophisticated analyses in subsequent grades.

### History

**Understand how events, individuals, and ideas have influenced the history of local and regional communities.**

1. Explain key historical events that occurred in the local community and regions over time.
2. Analyze the impact of contributions made by diverse historical figures in local communities and regions over time.
3. Exemplify the ideas that were significant in the development of local communities and regions.

**Use historical thinking skills to understand the context of events, people, and places.**

1. Explain change over time through historical narratives (events, people, and places).
2. Explain how multiple perspectives are portrayed through historical narratives.

## Geography and Environmental Literacy

**Understand the Earth's patterns by using the five themes of geography: location, place, human-environment interaction, movement, and regions).**

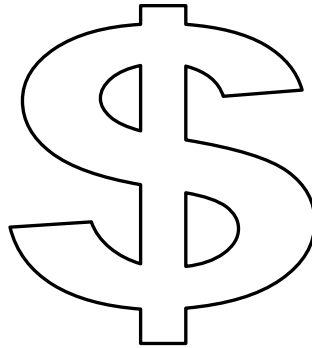
1. Find absolute and relative locations of places within the local community and region.
2. Compare the human and physical characteristics of places.
3. Exemplify how people adapt to, change, and protect the environment to meet their needs.
4. Explain how the movement of goods, people, and ideas impacts the community.
5. Summarize the elements (cultural, demographic, economic, and geographic) that define regions (community, state, nation, and world).
6. Compare various regions according to their characteristics.



## Economics and Financial Literacy

**Understand how the location of regions affects activity in a market economy.**

1. Explain how location impacts supply and demand.
2. Explain how locations of regions and natural resources influence economic development (industries developed around natural resources, rivers, and coastal towns).



**Understand entrepreneurship in a market economy.**

1. Explain why people become entrepreneurs.
2. Give examples of entrepreneurship in various regions of our state.

## Civics and Governance

**Understand the development, structure, and function of local government.**

1. Summarize the historical development of local governments.
2. Describe the structure of local government and how it functions to serve citizens.
3. Understand the three branches of government, with an emphasis on local government.

**Understand how citizens participate in their communities.**

1. Exemplify how citizens contribute politically, socially, and economically to their community.
2. Exemplify how citizens contribute to the well-being of the community's natural environment.
3. Apply skills in civic engagement and public discourse (school, community).

## Culture

**Understand how diverse cultures are visible in local and regional communities.**

1. Compare languages, foods, and traditions of various groups living in local and regional communities.

2. Exemplify how various groups show artistic expression within the local and regional communities.

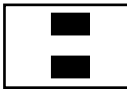
3. Use nonfiction texts to explore how cultures borrow and share from each other (foods, languages, rules, traditions, and behaviors).

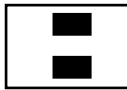
# INFORMATION AND TECHNOLOGY

The Information and Technology curriculum prepares students to use computer technology for school, work, and personal use; for accessing and applying information; for problem solving; and for communicating ideas and data. Elementary school students will leave each grade level with a greater, more established ability to utilize the tools of technology not only for research but as avenues of reinforcement for learned concepts.

## Sources of Information

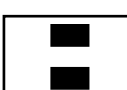
Categorize sources of information for specific purposes.


- 
1. Classify various types of resources as appropriate or inappropriate for purposes.

- 
2. Classify resources as reliable or not reliable.

## Informational Text

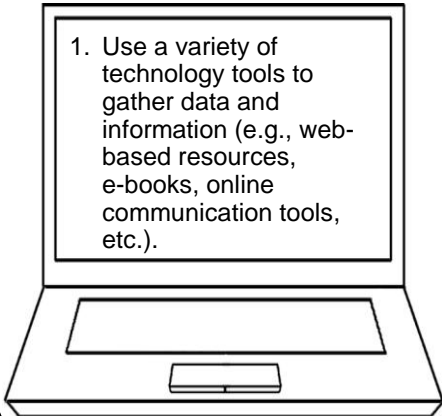
Apply strategies that are appropriate when reading for enjoyment and for information.

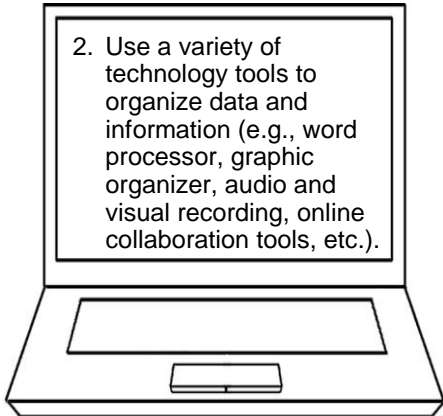
- 
1. Use visual and literacy cues to locate relevant information in a given text (e.g., bold print, italics, bullets, etc.).

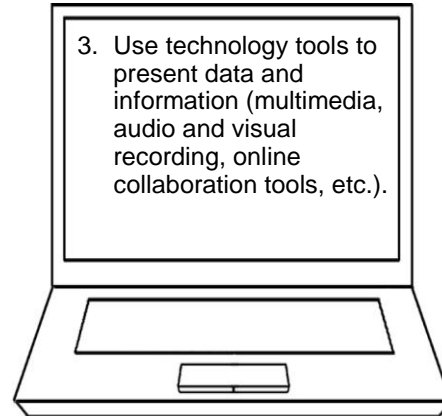
- 
2. Compare the characteristics of genres to develop diverse reading habits.

## Technology as a Tool

Use technology tools and skills to reinforce classroom concepts and activities.

- 
1. Use a variety of technology tools to gather data and information (e.g., web-based resources, e-books, online communication tools, etc.).

- 
2. Use a variety of technology tools to organize data and information (e.g., word processor, graphic organizer, audio and visual recording, online collaboration tools, etc.).

- 
3. Use technology tools to present data and information (multimedia, audio and visual recording, online collaboration tools, etc.).

## Research Process

Apply a research process as part of collaborative research.

1. Implement a research process by collaborating effectively with other students.



## Safety and Ethical Issues

Understand issues related to the safe, ethical, and responsible use of information and technology resources.

1. Understand the guidelines for responsible use of technology hardware.
2. Understand ethical behavior (copyright, not plagiarizing, netiquette) when using resources.
3. Understand internet safety precautions (personal information, passwords, etc.).

# MUSIC

Music is deeply embedded in our existence, adding depth and dimension to our environment, exalting the human spirit, and contributing in important ways to our quality of life. The K-5 music program is designed to develop musical literacy. The processes of creating, performing, and understanding music are the primary goals of the music program. While performance is an important aspect of music study, it does not substitute for students' development of creative processes and of broader integrated experiences and understandings. Through creating, students are able to be imaginative, think critically, and approach tasks in new or different ways.

## Musical Literacy

### Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.

1. Apply elemental changes, including changes to dynamics, tempo, timbre, or texture, when singing or playing music.
2. Execute the performance of major scale tones using the voice.
3. Use instruments to perform rhythmic and melodic patterns accurately and independently on classroom rhythmic and melodic instruments.

### Interpret the sound and symbol systems of music.

1. Interpret rhythm patterns, including notes and rests in 3/4 and 4/4 meter signatures.
2. Interpret through voice and/or instruments visual representation of the major scale.
3. Recognize standard symbols and traditional terms for dynamics, tempo, and articulation.
4. Use standard symbols to notate rhythm and pitch in 3/4 and 4/4 meter signatures.

### Create music using a variety of sound and notational sources.

1. Use improvisation to create rhythmic and melodic ostinato accompaniments.
2. Create soundscapes using a variety of sound sources.
3. Create rhythmic compositions using whole, half, and quarter notes; half and quarter rests; and beamed eighth notes in duple or triple time.

## Musical Response

Understand the interacting elements to respond to music and music performances.

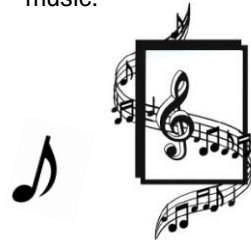
1. Illustrate the corresponding response to conductor gestures for meter, tempo, and dynamics.



2. Use musical terminology when describing music that is presented aurally.



3. Use established criteria to evaluate music.



4. Identify the sounds of a variety of instruments and voices, including many orchestral instruments, instruments from various cultures, children's voices, and male and female adult voices.

## Contextual Relevancy

Understand global, interdisciplinary, and 21st century connections with music.

1. Exemplify how music is used by various groups for artistic expression within the local community.
2. Understand the relationships between music and concepts from other areas.

# Visual Arts

From the beginning of time, the compulsion to create a visual vocabulary has been as innate in every society as the desire to acquire a system of spoken symbols. A child discovers objects, those objects take on meaning, and this meaning is denoted and communicated through the various means of expression available to that child. The visual arts program is designed to develop visual literacy by promoting fluency in the various modes of visual communication. Students learn the visual arts by using a wide range of subject matter, media, and means to express their ideas, emotions, and knowledge. Through participation in visual arts, students have the opportunity to recognize and celebrate the creativity and diversity inherent in all of us.

## Visual Literacy

### **Use the language of visual arts to communicate effectively.**

1. Use art vocabulary, including specific artistic terms.
2. Understand that artists use their art to express personal ideas.
3. Identify themes from masters' works.
4. Understand characteristics of the Elements of Art, including lines, shapes, colors, textures, form, space, and value.
5. Understand characteristics of the Principles of Design, including repetition, movement, emphasis, contrast, balance, proportion, harmony, and unity.

### **Apply creative and critical thinking skills to artistic expression.**

1. Create art through a process that includes generating ideas, planning solutions, and producing original art.
2. Use personal point of view and experiences as sources for creating art.
3. Create art from realistic sources of inspiration.

### **Create art using a variety of tools, media, and processes, safely and appropriately.**

1. Understand how a single tool can be manipulated in multiple ways, safely and appropriately.
2. Use a variety of media with refined skills.
3. Create art using the processes of drawing, painting, weaving, printing, stitchery, collage, mixed media, sculpture, ceramics, and current technology.

## Contextual Relevancy

### **Understand global, historical, societal, and cultural contexts of the visual arts.**

1. Exemplify how visual arts are used by various groups for artistic expression within the local community.
2. Understand how art documents the history of the local community.
3. Classify artists, styles, and movements.
4. Compare purposes of art in different cultures, time periods, and societies.
5. Use local, natural, or recycled resources to create art.

### **Understand the interdisciplinary connections and life applications of the visual arts.**

1. Understand how artists fit or function within a society.
2. Understand how to use information learned in other disciplines, such as math, science, language arts, social studies, and other arts in visual arts.
3. Use appropriate collaborative skills to create a work of art.
4. Understand how visual arts has changed and remained the same, with changes in digital media.

## Critical Response

### **Use critical analysis to generate responses to a variety of prompts.**

1. Analyze art in terms of the Elements of Art and Principles of Design.
2. Evaluate the compositional and expressive qualities of personal works of art.

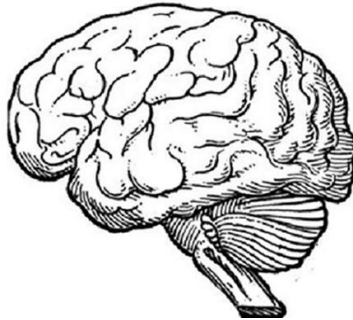
# Healthful Living

The Healthful Living curriculum is a combination of health education and physical education. It includes a planned, sequential K-12 program that integrates information about specific health topics. The mission is to provide students with a program that is capable of enhancing the quality of life, raising the level of health, and favorably influencing the learning process.

## Mental and Emotional Health

### Understand positive stress management strategies.

1. Explain how self-control is a valuable tool in avoiding health risks.
2. Classify stress as preventable or manageable.



### Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.

1. Identify common sources for feelings of grief or loss.
2. Summarize how to seek resources for assistance with feelings of grief or loss.

## Personal and Consumer Health

### Understand wellness, disease prevention, and recognition of symptoms.

1. Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health.
2. Classify behaviors in terms of whether they do or do not contribute to healthy living.

### Apply measures for cleanliness and disease prevention.

1. Recognize plaque and lack of dental hygiene result in gum disease and cavities.
2. Implement proper flossing to prevent tooth decay and gum disease.



**Band Aids**

### Understand necessary steps to prevent and respond to unintentional injury.

1. Use methods for prevention of common unintentional injuries.
2. Summarize methods that increase and reduce injuries in and around water.
3. Summarize the dangers of weapons and how to seek help if a weapon or firearm is found.
4. Implement a plan to escape fire at home while avoiding smoke inhalation.



## Interpersonal Communication and Relationships

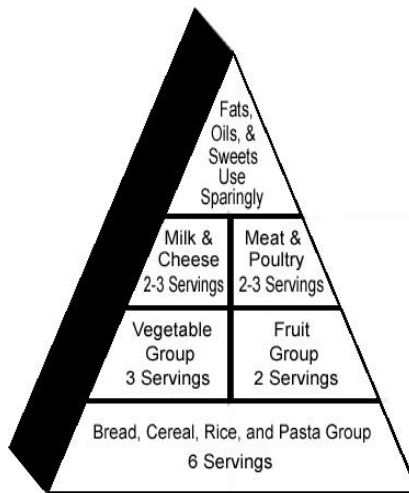
### Understand healthy and effective interpersonal communication and relationships.

1. Summarize qualities and benefits of a healthy relationship.
2. Plan how to show compassion for all living things and respect for other people's property.
3. Illustrate how to seek help from an adult if a weapon is found or a threat is communicated.
4. Illustrate how to effectively and respectfully express opinions that differ.
5. Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.

## Nutrition and Physical Activity

### Apply tools (MyPyramid, Food Facts Label) to plan healthy nutrition and fitness.

1. Use MyPyramid to eat a nutritious breakfast each morning.
2. Check the Food Facts Label to determine foods that are low in sugar and high in calcium.
3. Plan activities for fitness and recreation during out-of-school hours.



### Understand the importance of consuming a variety of nutrient-dense foods and beverages in moderation.

1. Identify the sources of a variety of foods.
2. Categorize beverages that are more nutrient dense.
3. Recognize appropriate portion sizes of foods for most Americans.

## Alcohol, Tobacco, and Other Drugs

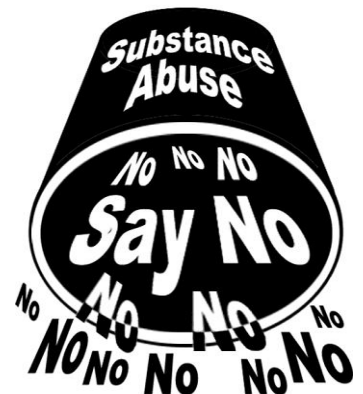
### Understand how to use household products and medicines safely.

1. Identify examples of medications that help individuals with common health problems.
2. Recall rules for taking medicine at school and at home.



### Apply strategies involving risk-reduction behaviors to protect self and others from the negative effects of alcohol, tobacco, and other drugs.

1. Use refusal skills when confronted or pressured to use alcohol, tobacco, or other drugs.
2. Identify ways of refusing to ride in vehicles driven by someone who has been using alcohol.



## Motor Skill Development

**Apply competent motor skills and movement patterns needed to perform a variety of physical activities.**

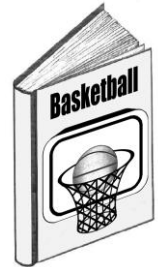
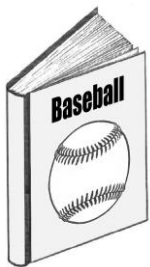
1. Execute combinations of simple locomotor skills and manipulative skills.
2. Apply basic manipulative skills while moving/traveling.
3. Execute mature form when combining locomotor skills with changes in direction.
4. Use variations of different locomotor skills with rhythmic patterns and smooth transitions.

## Movement Concepts

**Understand concepts, principles, strategies, and tactics that apply to the learning and performance of movement.**

1. Illustrate how practice, attention, and effort are required to improve skills.
2. Integrate the essential elements of correct form for the five fundamental manipulative skills.
3. Evaluate individual skills using a rubric based on critical cues.
4. Illustrate a variety of activities that are associated with four or more of the health-related fitness components.

# Physical Education



## Health-Related Fitness

**Understand the importance of achieving and maintaining a health-enhancing level of physical fitness.**

1. Summarize four or more of the five health-related fitness assessments and the associated exercises.
2. Identify enjoyable and challenging physical activities that one can do for increasing periods of time without stopping.
3. Implement moderate to vigorous physical activities that increase breathing and heart rate, at least four to seven times each week, for increasing periods of time.

## Personal/Social Responsibility

**Use behavioral strategies that are responsible and enhance respect of self and others and value activity.**

1. Use self-control to demonstrate personal responsibility and respect for self and others.
2. Use cooperation and communication skills to achieve common goals.
3. Explain the importance of working productively with others.