



Zion Lutheran School

Christ-Centered, Classical Education

THIRD

GRADE

STANDARDS

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3RD GRADE LANGUAGE ARTS STANDARDS

READING

3.1 *Third-grade students will acquire readings skills and fluency to gain information and ideas, while using strategies for constructing meaning that connect what is read to present understandings so as to build a strong foundation for growth as lifelong learners.*

3.1.1 Develop reading proficiency.

The student will be able to...

3.1.1.1 Read aloud narrative and expository text fluently and accurately and with appropriate pacing and expression.

3.1.1.2 Decode regular multisyllabic words.

3.1.1.3 Use rereading and other strategies when reading proficiency breaks down.

3.1.2 Build an extensive vocabulary.

The student will be able to...

3.1.2.1 Determine meaning through context.

3.1.2.2 Use knowledge of antonyms, synonyms, homophones, homonyms, and homographs to determine word meanings.

3.1.2.3 Use knowledge of prefixes and suffixes to determine word meanings.

3.1.2.4 Recognize and explain relationships among words.

3.1.2.5 Use a dictionary or glossary to find word meanings.

3.1.3 Comprehend what is read.

The student will be able to...

3.1.3.1 Apply pre-reading strategies, and set a purpose for reading.

3.1.3.2 Apply post-reading skills, reflecting, analyzing, and drawing conclusions.

- 3.1.3.3 Ask questions and apply answers by connecting prior knowledge with text information.
 - 3.1.3.4 Distinguish between cause and effect and between fact and opinion in informational text.
 - 3.1.3.5 Identify main idea and supporting details in expository text.
 - 3.1.3.6 Form connections between own experiences and what is read.
 - 3.1.3.7 Summarize works of fiction and nonfiction.
- 3.1.4 Read for a purpose.

The student will be able to...

- 3.1.4.1 Locate and interpret key information in illustrations, title, headings, table of contents, charts, diagrams, graphs, glossary, captions, and maps.
 - 3.1.4.2 Read to increase knowledge of own culture, the culture of others, and the common elements of culture.
 - 3.1.4.3 Identify author's purpose.
 - 3.1.4.4 Recognize text intended primarily to persuade.
 - 3.1.4.5 Retrieve information from various sources.
 - 3.1.4.6 Read and organize information for an intended purpose.
- 3.1.5 Distinguish types of text.

The student will be able to...

- 3.1.5.1 Distinguish poetry, drama, fiction, and nonfiction.
- 3.1.5.2 Explain examples of sensory details and figurative language.
- 3.1.5.3 Recognize settings of other time periods and cultures.
- 3.1.5.4 Recognize and use computer menus and icons.

LITERATURE

3.2 *Third-grade students will understand and appreciate, as appropriate for their age, the structure and intent of literature, as well as techniques used to transmit ideas and evoke responses in ways that reflect cultures and eras, express creations of the human imagination, and connect with their own lives and experiences.*

- 3.2.1 Examine the content and structure of literary text.

The student will be able to...

- 3.2.1.1 Identify characteristics of drama, poetry, fantasy, autobiography, and biography.

- 3.2.1.2 Use text details to make inferences about setting and character traits, to contrast and compare, and to identify problem and solution and cause and effect.
- 3.2.1.3 Describe the role of the narrator.
- 3.2.1.4 Demonstrate an understanding of simile, metaphor, and symbols.

- 3.2.2 Demonstrate the ability to understand and interpret grade-level literary text.

The student will be able to...

- 3.2.2.1 Identify and explain plot or theme, characters, and setting.
- 3.2.2.2 Follow simple multiple-step instructions.

- 3.2.3 Listen to, read, and respond to a wide variety of literature of varying complexity.

The student will be able to...

- 3.2.3.1 Identify and analyze classic fairy tales, myths, folktales, legends, and fables from around the world.
- 3.2.3.2 Contrast and compare versions of the same stories from different cultures.
- 3.2.3.3 Relate themes and experiences of literature to own life and experience.

WRITING

3.3 *Third-grade students will write clearly to convey an intended message and meaning aimed at a variety of audiences in assorted styles, applying standard grammar and syntax, and making use of word-processing technologies.*

- 3.3.1 Demonstrate knowledge and proper use of language conventions, such as spelling, grammar, punctuation, capitalization, and penmanship.

The student will be able to...

- 3.3.1.1 Use correct and coherent declarative, interrogative, imperative, and exclamatory sentences.
- 3.3.1.2 Use pronouns, adjectives, adverbs, compound words, and articles correctly.
- 3.3.1.3 Identify and use past, present, and future verb tenses properly.
- 3.3.1.4 Punctuate correctly dates, titles of books, locations, addresses, items in series, and the closing and greeting of a letter.
- 3.3.1.5 Use underlining, apostrophes, and quotation marks appropriately.
- 3.3.1.6 Capitalize geographic names, holidays, historical periods, and special events correctly.
- 3.3.1.7 Spell correctly one-syllable and two-syllable words that have blends, contractions, simple compounds, and homophones.

- 3.3.1.8 Arrange words in alphabetical order.
- 3.3.1.9 Write legibly in cursive or begin to transition to cursive, allowing correct spacing between letters and words.
- 3.3.1.10 Begin acquiring keyboarding skills.

3.3.2 Apply the steps of the writing process.

The student will be able to...

- 3.3.2.1 Use pre-writing strategies such as brainstorming, journaling, listing, outlining, and determining audience, purpose, and focus.
 - 3.3.2.2 Use a pre-writing map or story elements outline to organize thoughts prior to writing.
 - 3.3.2.3 Use various techniques to add interest to writing.
 - 3.3.2.4 Revise drafts to improve logic, progression, and clarity.
 - 3.3.2.5 Proofread own writing and the writing of others.
 - 3.3.2.6 Publish writing to share.
- 3.3.3 Compose well-organized and coherent writing for specific purposes and audiences.

The student will be able to...

- 3.3.3.1 Create a simple paragraph with a topic sentence and simple supporting details.
 - 3.3.3.2 Create three paragraph essays, expanding their topic and supporting details to include an introduction, body and concluding paragraph.
 - 3.3.3.3 Fill out forms properly.
 - 3.3.3.4 Use descriptive words in writing.
 - 3.3.3.5 Write with a voice that speaks to a specific audience.
- 3.3.4 Explore and use a variety of types of writing, such as narrative, expository, and persuasive texts.

The student will be able to...

- 3.3.4.1 Create narratives, providing context and plot.
 - 3.3.4.2 Write descriptions that use concrete sensory details.
 - 3.3.4.3 Compose personal and formal letters, thank-you notes, and invitations.
 - 3.3.4.4 Produce informational reports, diary/journal entries, and technical text.
 - 3.3.4.5 Write responses to literature.
 - 3.3.4.6 Write directions for others to follow.
- 3.3.5 Investigate topics of interest and importance, selecting appropriate media sources and research processes, while demonstrating ethical use of materials.

The student will be able to...

- 3.3.5.1 Formulate key words and questions to investigate a topic.
- 3.3.5.2 Describe the purpose and organization of various reference materials, such as dictionary, thesaurus, atlas, and encyclopedia.
- 3.3.5.3 Locate relevant information from appropriate sources.
- 3.3.5.4 Use alphabetical and numerical systems to organize information.

SPEAKING, LISTENING, AND VIEWING (MEDIA LITERACY)

3.4 *Third-grade students will recognize and demonstrate the ability to use good speaking, listening, and viewing skills in sending, receiving, understanding, and evaluating messages.*

- 3.4.1 Communicate effectively using oral, visual, and multimedia forms in ways appropriate to topic, context, audience, and purpose.

The student will be able to...

- 3.4.1.1 Demonstrate appropriate behaviors when listening for enjoyment and information.
 - 3.4.1.2 Retell or summarize a speaker's words.
 - 3.4.1.3 Relate relevant experiences, insights, and ideas, and connect with those of others.
 - 3.4.1.4 Respond to questions and contribute to discussion with appropriate elaboration.
 - 3.4.1.5 Plan a presentation, organizing ideas chronologically or around major points.
 - 3.4.1.6 Deliver a descriptive presentation using clear, appropriate language and visuals.
 - 3.4.1.7 Present dramatic interpretations of experiences, stories, poems, or plays, using appropriate fluency, rhythm, and pace.
 - 3.4.1.8 Give and follow clear two- and three-step oral directions to complete a simple task.
 - 3.4.1.9 Use pantomime to demonstrate actions, describe objects, and express emotions.
- 3.4.2 Evaluate the significance, accuracy, and appropriateness of ideas presented in oral, visual, and multimedia communications.

The student will be able to...

- 3.4.2.1 Compare ideas and points of view expressed in broadcast and print media.
- 3.4.2.2 Evaluate evidence used to support claims.
- 3.4.2.3 Analyze needs of an audience and adjust presentation accordingly.
- 3.4.2.4 Identify persuasive strategies.

LATIN

3.5 *Third-grade students will demonstrate a knowledge, understanding, and appreciation of the culture, norms, and language of the ancient Romans.*

3.5.1 Use the Latin to develop an understanding of customs, arts, literature, history, and geography associated with its use.

The student will be able to...

3.5.1.1 Identify symbols of the ancient Roman culture.

3.5.1.2 Identify contributions made by persons living in ancient Rome.

3.5.1.3 Compare English and Latin, finding derivatives for given Latin vocabulary words.

3.5.2 Apply Latin to make connections and reinforce knowledge and skills across academic, vocational, and technical disciplines.

The student will be able to...

3.5.2.1 Give simple directions in Latin (stand, sit, etc.)

3.5.2.2 Comprehend the meaning of short Latin phrases.

3.5.2.3 Translate short phrases and sentences from Latin to English and English to Latin.

3.5.2.4 Perform using Latin such as reciting prayers and singing songs.

3.5.2.5 Recite Latin phrases found throughout American society (Ex. Alma mater, semper fidelis, etc.)

3rd GRADE MATHEMATICS STANDARDS

3.1 NUMERATION/NUMBER SENSE

3.1.1 *By the end of third grade, students will demonstrate the place value of whole numbers through 100,000.*

The student will be able to...

- 3.1.1.1 Read and write numbers (in digits and words) to 100,000.
- 3.1.1.2 Identify place value in numbers to 100,000,000.
- 3.1.1.3 Read and write money amounts (in digits and words) to \$99,999.99.
- 3.1.1.4 Compare numbers to 10,000.
- 3.1.1.5 Order 2-, 3-, and 4-digit numbers and represent 2-, 3-, and 4- digit numbers using concrete materials and pictures.
- 3.1.1.6 Identify ordinal position, odd/even numbers, dozen and $\frac{1}{2}$ dozen.
- 3.1.1.7 Read and write Roman Numerals.

3.1.2 *By the end of third grade, students will write and illustrate equivalences of whole numbers in expanded form, decimals, and fractions.*

The student will be able to...

- 3.1.2.1 Write numbers in expanded form, such as $681 = 600 + 80 + 1$.
- 3.1.2.2 Compare and order fractions, Identify fractions equal to $\frac{1}{2}$ and find $\frac{1}{2}$ of a set.
- 3.1.2.3 Represent and write mixed numbers.
- 3.1.2.4 Write tenths and hundredths using common and decimal fractions and fraction number sentences that equal one.

3.1.3 *By the end of third grade, students will describe and apply relationships between whole numbers by order, comparison, and operation.*

The student will be able to...

- 3.1.3.1 Order and compare whole numbers by using the symbols $<$, $>$, and $=$.
- 3.1.3.2 Act out, draw pictures of, and write number sentences to show addition, subtraction, multiplication and division.
- 3.1.3.3 Show addition, subtraction, and multiplication on a number line.

3.1.4 *By the end of third grade, students will identify examples of positive and negative numbers and zero.*

The student will be able to...

- 3.1.4.1 Add positive and negative numbers.

- 3.1.5 By the end of third grade, students will make change and count out in amounts up to \$10.00.

The student will be able to...

- 3.1.5.1 Count money, compare the values of sets of coins, and write money amounts using a cents sign and a dollar sign.
- 3.1.5.2 Select coins for a given amount.
- 3.1.5.3 Make change for \$1.00, \$5.00, and \$10.00.
- 3.1.5.4 Write checks.

3.2 COMPUTATION/ESTIMATION

- 3.2.1 By the end of third grade, students will estimate, add, subtract, multiply, and divide whole numbers without calculators and solve word problems.

The student will be able to...

- 3.2.1.1 Round numbers to the nearest 10, 100, and 1,000.
- 3.2.1.2 Estimate sums and differences.
- 3.2.1.3 Use estimation to check the reasonableness of calculated results.
- 3.2.1.4 Identify factors, multiples of a number, prime numbers.
- 3.2.1.5 Find square numbers and square roots of perfect squares.
- 3.2.1.6 Master addition and subtraction facts to 18 and master multiplication and division facts.
- 3.2.1.7 Write addition, subtraction, multiplication, and division fact families;
- o Add and subtract using mental computation.
 - o Add 3 or more single digit numbers.
 - o Add and subtract 2- and 3-digit numbers.
 - o Add and subtract whole numbers and money amounts (decimals) to \$99,999.99.
- 3.2.1.8 Choose correct operation to solve addition, subtraction, multiplication, and division word problems.
- 3.2.1.9 Identify missing addends and a missing digit in an addition problem.
- 3.2.1.10 Check subtraction using addition and division using multiplication.
- 3.2.1.11 Multiply using mental computation and multiplication algorithm and divide using mental computation.
- 3.2.1.12 Divide by 10, 2- and 3- digit multiples of 10 by a 1-digit number and divide a 2-digit number by a 1-digit number.
- 3.2.1.13 Simplify expressions containing parentheses and expressions containing addition, subtraction, multiplication, and division.

- 3.2.1.14 Apply problem solving strategies
- o Act out or use objects
 - o Make a picture or diagram
 - o Use or make a table
 - o Make an organized list
 - o Guess and check
 - o Use or look for a pattern
 - o Work backwards
 - o Determine extraneous information

3.3 MEASUREMENT

- 3.3.1 By the end of third grade, students will estimate, measure, and solve word problems using metric units for linear measure, area, capacity, mass/weight, and temperature.

The student will be able to...

- 3.3.1.1 Units of Length and Distance:
- o Measure length and distance using nonstandard units.
 - o Measure length using customary units to the nearest inch, half inch, quarter inch, foot, and yard.
 - o Draw line segments using metric units to the nearest millimeter, centimeter, and meter.
- 3.3.1.2 Units of Mass:
- o Customary or metric units.
 - o Estimate mass, capacity and area.
 - o Weigh objects using customary or metric units.
 - o Order units by capacity.
 - o Measure capacity using standard units.
 - o Compare and order objects by size (area).
- 3.3.1.3 Units of Temperature:
- o Estimate temperature.
 - o Read a Fahrenheit or Celsius thermometer to the nearest degree.
 - o Identify common temperatures (boiling and freezing temperatures F or C and normal body temperature).
- 3.3.1.4 Find area using nonstandard units and find the area of a rectangle, the perimeter of a polygon, and the volume of a rectangular prism.
- 3.3.2 By the end of third grade, students will tell and write the correct time to the minute using digital and analog clocks.

The student will be able to...

- 3.3.2.1 Tell time to the hour, half hour, quarter hour, 5 minutes, and minute.
 - 3.3.2.2 Find elapsed time.
 - 3.3.2.3 Identify a.m. and p.m.; noon and midnight.
 - 3.3.2.4 Identify equivalent units of time.
- 3.3.3 By the end of third grade, students will use a calendar to solve problems.

The student will be able to...

- 3.3.3.1 Write the date using words and digits and solve problems using a calendar.

3.4 GEOMETRY/SPATIAL CONCEPTS

- 3.4.1 By the end of third grade, students will identify, describe, and create two and threedimensional geometric shapes.

The student will be able to...

- 3.4.1.1 Identify, describe, and classify polygons.
 - 3.4.1.2 Identify and draw congruent lines and shapes.
 - 3.4.1.3 Identify and sort geometric shapes by attribute.
 - 3.4.1.4 Identify and show transformations.
 - 3.4.1.5 Identify faces, vertices, and edges of a geometric solid.
 - 3.4.1.6 Construct a geometric solid.
- 3.4.2 By the end of third grade, students will identify and draw points, lines, line segments, rays, and angles.

The student will be able to...

- 3.4.2.1 Name line segments.
- 3.4.2.2 Identify horizontal, vertical, and oblique line segments.
- 3.4.2.3 Identify and draw a line of symmetry.
- 3.4.2.4 Identify parallel, intersecting, and perpendicular lines and line segments.
- 3.4.2.5 Identify right, obtuse, and acute angles.
- 3.4.2.6 Name triangles by shape.

3.5 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS

3.5.1 By the end of third grade, students will collect, organize, record, and interpret data and describe the findings.

The student will be able to...

3.5.1.1 Collect, organize, and interpret data in tables, charts, and graphs (bar graphs, line graphs, pictographs).

3.5.1.2 Describe the likelihood of an event.

3.5.1.3 Predict the outcome of a probability experiment.

3.5.1.4 Determine the fairness of a game.

3.5.1.5 Conduct a probability experiment.

3.6 ALGEBRAIC CONCEPTS

3.6.1 By the end of third grade, students will use and interpret variables and mathematical symbols to solve equations.

The student will be able to...

3.6.1.1 Identify the missing shape or number in a matrix.

3.6.1.2 Identify a function rule and the missing number in a sequence.

3.6.1.3 Identify the missing shape or design in a repeating pattern.

3RD GRADE PHYSICAL EDUCATION CURRICULUM

MOVEMENT SKILLS

3.1 *Third-grade students will demonstrate the motor skills and movement patterns needed to perform a variety of physical activities as well as the knowledge of movement concepts, principles, and strategies that apply to learning and performing physical activities.*

3.1.1 Movement Concepts

The student will be able to...

- 3.1.1.1 Tell how to reduce the impact force of an oncoming object.
- 3.1.1.2 Move independently in a large group while safely and quickly changing speed and direction to chase, flee, and move away from others.
- 3.1.1.3 Take part in outdoor physical activities.

3.1.2 Body Management

The student will be able to...

- 3.1.2.1 Demonstrate an inverted balance (tripod) by evenly distributing weight on body parts.
- 3.1.2.2 Show proper body alignment in lifting, carrying, pushing, and pulling.

3.1.3 Locomotor Movement

The student will be able to...

- 3.1.3.1 Show control and appropriate form while demonstrating a curled position and protection of the neck in rolling activities such as forward roll, shoulder roll, and safety rolls.
- 3.1.3.2 Show how to continuously jump a forward-turning rope and a backward-turning rope.
- 3.1.3.3 Demonstrate the ability to jump and land and to travel using effective strategies and evidencing effective body control.
- 3.1.3.4 Demonstrate the ability to combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences.

3.1.4 Manipulative Skills

The student will be able to...

- 3.1.4.1 Explain and demonstrate catching an object above the head, below the waist, near the middle of the body, and away from the body.
 - 3.1.4.2 Explain and demonstrate the difference between throwing and catching when stationary or when moving.
 - 3.1.4.3 Demonstrate underhand and overhand throwing abilities, assessing accuracy and the ability to throw and catch from greater distance.
 - 3.1.4.4 Practice kicking a ball to a partner.
 - 3.1.4.5 Strike a ball continuously upward, using a paddle or racket.
 - 3.1.4.6 Explain and demonstrate hand dribbling or foot dribbling a ball when moving forward and when changing directions.
 - 3.1.4.7 Show ability to jog, run, and leap.
- 3.1.5 Rhythmic Skills

The student will be able to...

- 3.1.5.1 Show smooth transition between even-beat and uneven-beat locomotor skills in response to music or external beat.
- 3.1.5.2 Explain and distinguish among folk dance, line dance, and circle dance.

PHYSICAL FITNESS FOR LIFE

3.2 *Third-grade students will demonstrate knowledge of physical fitness concepts, principles, and strategies and assess and maintain a level of physical fitness to improve health and performance.*

3.2.1 Fitness Concepts

The student will be able to...

- 3.2.1.1 Describe the health benefits of moderate to vigorous physical activity.
- 3.2.1.2 Describe physical fitness selected for enjoyment and challenge.
- 3.2.1.3 Measure and record abilities and improvements in individual fitness activities.
- 3.2.1.4 Demonstrate appropriate and safe use of equipment such as boxes, stacked mats, and safe participation in activities such as walking, jogging, and skating.
- 3.2.1.5 Explain the need for oxygen and fuel during ongoing muscle contraction so that heat and waste products are removed, and tell how fluid needs relate to energy expenditure.

3.2.1.6 Explain healthy and unhealthy fitness and nutrition and the consequences likely to result.

3.2.2 Aerobic Capacity

The student will be able to...

3.2.2.1 Differentiate between aerobic and anaerobic activities and the purposes of each.

3.2.2.2 Increase breathing and heart rate by taking part in continuous moderate to vigorous physical activities that require sustained movement of the large-muscle groups.

3.2.3 Muscular Strength and Endurance

3.2.3.1 Increase in performance of abdominal curl-ups, oblique curl-ups on each side, modified push-ups or traditional push-ups, forward lunges, and side lunges.

3.2.3.2 Recognize which muscles are used in performing muscular endurance activities.

3.2.4 Flexibility

The student will be able to...

3.2.4.1 Identify the value of warming up before and cooling down after physical activity.

3.2.4.2 Demonstrate the ability to hold basic stretches for an increasing period of time; tell why a particular stretch is appropriate preparation for a particular physical activity.

3.2.5 Body Composition

The student will be able to...

3.2.5.1 Recognize those foods that enhance a healthy heart and nutritious foods that provide energy for physical activity.

3.2.5.2 Explain the benefits of maintaining body composition within the healthy fitness zone.

SELF-MANAGEMENT AND SOCIAL DEVELOPMENT

3.3 *Third-grade students will demonstrate and apply knowledge of personal and sociological concepts, principles, and strategies that apply to learning and performing physical activities.*

3.3.1 Self-Responsibility

The student will be able to...

3.3.1.1 Know how to play games and abide by their rules.

3.3.1.2 Evidence good sportsmanship.

- 3.3.1.3 Assume responsibility for individual improvement, and show a willingness to take leadership responsibilities.
- 3.3.1.4 Establish personal goals for improving a motor skill, and work persistently toward that goal.
- 3.3.1.5 Explain the benefits of following and the risks of not following safety procedures and rules related to physical activity.

3.3.2 Social Interaction

The student will be able to...

- 3.3.2.1 Identify appropriate cues for movement and words of encouragement while coaching others in physical activities.
- 3.3.2.2 Respect individual differences in physical abilities and fitness.
- 3.3.2.3 Show how to solve a problem with another person during a physical activity.

3.3.3 Group Dynamics

The student will be able to...

- 3.3.3.1 Demonstrate the ability to work effectively in groups to achieve goals.
- 3.3.3.2 Appreciate how games help us enjoy the company of others.

3RD GRADE RELIGION STANDARDS

By the end of Grade 3, students will be able to do the following:

- 3.1 Express awe and wonder at God's creation.
- 3.2 Acknowledge that Abraham received God's promise through faith, not through works or self-worthiness.
- 3.3 Identify commandments that focus specifically on our relationship to God and those that focus specifically on our relationship to others.
- 3.4 Praise and worship God with their songs, prayers, gifts, and lives of service.
- 3.5 Recognize that God sometimes helps them overcome problems in unexpected ways.
- 3.6 Demonstrate a desire to come to God in prayer regularly and often, confident that their loving Father hears their prayers.
- 3.7 Praise God for the worth He gives them in Christ.
- 3.8 Thank God for the blessings of Christian friends.
- 3.9 Demonstrate a Gospel-motivated desire to love and forgive all others, including those who hate them.
- 3.10 Demonstrate a desire to make continual use of God's Word so the Holy Spirit may continue to work saving faith in their hearts.
- 3.11 Recognize that God uses world events and their consequences to call sinners to repentance in order to strengthen repentant sinners with His grace and love.
- 3.12 Acknowledge that only by God's grace we are empowered to do His will.
- 3.13 Confess their sins, expressing confidence in the forgiveness God offers them freely in Christ Jesus, their Lord.
- 3.14 Express their trust and confidence in God to care for their physical and spiritual needs.
- 3.15 Describe the unfolding of God's plan to send a Savior.
- 3.16 Show acceptance of others as either brothers or sisters in Christ or as fellow sinners with whom one can share the Good News.
- 3.17 Describe and appreciate the work and blessings of the Holy Spirit in their lives.
- 3.18 Consider the vocations of professional church workers and the possibility of becoming one.
- 3.19 Acknowledge Jesus as the Son of God yet true man and Savior of the world.
- 3.20 Identify the blessings of the sacraments of Baptism and the Lord's Supper.
- 3.21 Recognize that one sin often leads to more sins.
- 3.22 Profess that Jesus our Savior physically rose from the dead.
- 3.23 Express confident trust that they will go to heaven someday to live forever with Jesus.
- 3.24 Confess Jesus as their personal Savior from sin and eternal death.
- 3.25 Explain that Jesus will return to earth on the Last Day to judge the world.

- 3.26 Articulate a desire to share the Gospel with others through the power of the Holy Spirit.
- 3.27 Express reliance on the power of the Holy Spirit to enable them to live transformed lives.
- 3.28 Recognize that even during times of persecution and opposition, God blesses them and leads them to live transformed lives.

3RD GRADE SOCIAL STUDIES STANDARDS

GEOGRAPHY

3.1 *Third-grade students will have the opportunity to learn geographic skill, to develop their knowledge of the Earth, and to grow in understanding and appreciation of their responsibilities as stewards of the Earth's resources.*

3.1.1 Skill in using geographic tools helps people understand the world from a spatial perspective.

The student will be able to ...

- 3.1.1.1 Use cardinal and intermediate direction to describe locations.
- 3.1.1.2 Identify the location on a map or globe of the poles, the equator, and the hemispheres.
- 3.1.1.3 Use scale to determine distances on maps or globes.
- 3.1.1.4 Recognize terms such as boundary, tributary, and island.
- 3.1.1.5 Describe the geographic features found in their region.
- 3.1.1.6 Identify the physical and political features on maps and globes, locating North America, oceans, major rivers, the Great Lakes, and mountain ranges.
- 3.1.1.7 Demonstrate knowledge of geographic areas around the world.
- 3.1.1.8 Study population density patterns and their causes and consequences in various areas.
- 3.1.1.9 Tell how Earth/sun relationships influence climate.
- 3.1.1.10 Explain how climate affects the vegetation and animal life of a region.
- 3.1.1.11 Use a local media source to describe damage done by natural disasters and to understand their causes.
- 3.1.1.12 Differentiate between primary and secondary sources.
- 3.1.1.13 Use an atlas and online resources to find geographic information.
- 3.1.1.14 Map an area or region using a compass rose, grid and symbols.

3.1.2 The physical characteristics of places and regions influence where and how people live and work.

The student will be able to ...

- 3.1.2.1 Create a sketch map of Kearney; with a map key and scale.
- 3.1.2.2 Locate Kearney, Nebraska, the United States and North America on a map or globe.
- 3.1.2.3 Locate the major countries of the world and the states and major cities of the United States.
- 3.1.2.4 Describe an area's climate, landforms, natural resources, ecosystems, and natural hazards.

- 3.1.2.5 Recognize that regions are areas that have similar physical and cultural characteristics.
- 3.1.2.6 Create a map showing lakes, streams and rivers, mountains, plains, and marches.
- 3.1.3 Understanding the damage that results from mismanagement of our natural resources and the failure to care appropriately for our environment, responsible people practice good stewardship of the Earth and its resources.

The student will be able to ...

- 3.1.3.1 Classify various resources as to whether they are renewable or nonrenewable.
- 3.1.3.2 Tell how people used tools and machines to change their environment.
- 3.1.3.3 Tell how people in communities adapt to and modify their environment.
- 3.1.3.4 Identify sources of harm that may be done to the environment, and research possible ways to protect and use the environment and its resources wisely.
- 3.1.3.5 Identify local environmental issues and efforts to solve environmental problems.
- 3.1.4 Geographic knowledge helps people interpret the past, understand the present, and plan for the future.

The student will be able to ...

- 3.1.4.1 Name three major grain crops that sustained early civilizations.
- 3.1.4.2 Identify changes through the years in how people made their living.
- 3.1.4.3 Compare the means of transportation of times past with the means of transportation of today.
- 3.1.4.4 Tell how an understanding of geography contributes to an increased understanding of history.
- 3.1.4.5 Relate the myths or legends connecting with physical features of one region to the myths or legends connecting with the physical features of another region (Paul Bunyan, Johnny Appleseed)
- 3.1.4.6 Compare the human characteristics of two or more regions.
- 3.1.4.7 Relate economic choices to political and social changes.
- 3.1.4.8 Prepare an illustrated presentation telling how you would like your community to look in the future.

UNITED STATES HISTORY

- 3.2 *Third-grade students will have the opportunity to develop their knowledge of the history of their local community in the context of the history of the United States and to grow in their*

ability to understand and use the skills necessary to apply the lessons learned from history in their everyday lives.

- 3.2.1 By developing research skills and learning to interpret and analyze primary and secondary resources, students will develop an understanding of their own community as it relates to the history of the United States.

The student will be able to ...

- 3.2.1.1 Name and study early civilizations, and describe their influence on the world of today.
 - 3.2.1.2 Identify and describe the American Indian groups that lived in Nebraska prior to European settlement.
 - 3.2.1.3 Describe key European explorers and how their expeditions led to the establishment of new colonies.
 - 3.2.1.4 Explain the positive and negative results of the interaction between Europeans and American Indians in the Americas.
 - 3.2.1.5 Describe the reasons for immigration, and trace the movements of immigrants in the United States.
 - 3.2.1.6 Recognize that people form communities to meet their needs for security, law, and well-being.
 - 3.2.1.7 List details to describe and compare characteristics of life in the past and the present in Kearney.
 - 3.2.1.8 Discuss narratives about the establishment and growth of one or more regions.
 - 3.2.1.9 Identify images, symbols, and monuments that commemorate historical events or people.
 - 3.2.1.10 Compare ways people in communities around the world governed, communicated, traveled, and enjoyed free time in the past and how they do so in the present.
 - 3.2.1.11 Plot local or state historical events on a simple timeline.
 - 3.2.1.12 Construct timelines to arrange significant events from United States history in chronological order.
 - 3.2.1.13 Construct timelines and arrange significant world history events in chronological order.
 - 3.2.1.14 Discuss stories about leaders (Presidents, teachers, inventors, etc.).
 - 3.2.1.15 Tell about the life and work of a prominent American or group whose holiday we celebrate.
 - 3.2.1.16 Locate the site of current events on a world map.
- 3.2.2 As students study history, they will develop skills necessary for clear analysis and reasoned problem solving.

The student will be able to ...

- 3.2.2.1 Use correct terms such as first, second, last, next, ancient, modern, past, present, and future.
- 3.2.2.2 Recognize time as expressed in years, decades, and centuries.
- 3.2.2.3 Use a variety of primary and secondary sources to draw conclusions about life in a region at a specific time period.
- 3.2.2.4 Explain what can be learned from narratives about history.
- 3.2.2.5 Listen to a story to determine the writer's point of view.
- 3.2.2.6 Create historical narratives of family, school, or community history.
- 3.2.2.7 Create cause-and-effect charts using pictures and words.
- 3.2.2.8 Differentiate between facts and opinions.

SOCIETY AND CULTURE

3.3 *Third-grade students will have the opportunity to develop social and cultural knowledge and to appreciate all people.*

3.3.1 Individuals and groups cooperate to meet their needs.

The student will be able to ...

- 3.3.1.1 List activities important to every society.
- 3.3.1.2 Describe the major social institutions in Kearney.
- 3.3.1.3 Tell about local institutions established to promote the common good.
- 3.3.1.4 Explain the way Kearney connects with other communities.
- 3.3.1.5 Use print, oral, visual, and computer sources to compile a report about Kearney.

3.3.2 Individuals and groups deal with conflict and change as they interact with each other.

The student will be able to ...

- 3.3.2.1 Describe the cultures in Kearney and the consequences of their interaction with each other.
- 3.3.2.2 Explain what we can learn from characters in Greek and Roman myths and from fictional characters such as Robinson Crusoe about home and community.
- 3.3.2.3 Recount the characteristics of characters from American folktales and legends, such as Paul Bunyan and Pecos Bill.
- 3.3.2.4 Explain how the work of scientists, artists, and inventors, such as da Vinci, Michelangelo, Gutenberg McCormick, Shakespeare, Salk, have helped to advance quality of life.

3.3.2.5 Tell why ethnic or cultural celebrations, such as St. Patrick's Day, Cinco de Mayo, and Kwanzaa, are important.

3.3.4 People of various ethnic groups enrich society as they follow their customs and celebrate their heritage.

The students will be able to...

3.3.4.1 Describe, compare, and contrast the roles of men, women, and families in our region.

3.3.4.2 Identify the origin of a family or cultural tradition or custom.

3.3.4.3 Contrast how families and other groups lived in the past with how families and other groups live in the present.

3.3.4.4 Describe deeds of heroes such as Davy Crockett, Daniel Boone, and Abraham Lincoln, and discuss what role they play in our heritage.

3.3.4.5 Give examples of people who have come to our country from other nations; describe the challenges they have confronted and the contributions they have made.

3.3.4.6 Tell how cultural diversity helps to make our nation strong.

CITIZENSHIP AND GOVERNMENT

3.4 *Third grade students will have the opportunity to develop their knowledge of forms of governance and to understand their responsibilities as citizens.*

3.4.1 As they are designed and organized, governments function to protect the citizenry, to provide for their collective needs, and to promote the common good.

The student will be able to ...

3.4.1.1 Discuss why governments are needed and how they serve people.

3.4.1.2 Define liberty.

3.4.1.3 Explain the concepts of majority rule and minority rights.

3.4.1.4 Distinguish between local, state, and national levels of government.

3.4.1.5 Name people serving in local, state, and national positions in the government.

3.4.1.6 Tell how and why people vote for political office.

3.4.1.7 Tell how and why people run for political office.

3.4.1.8 Discuss the functions of the three branches of government-executive, legislative, and judicial-and explain why each is necessary.

3.4.1.9 Name the two houses of Congress, and explain representation.

3.4.1.10 Describe the roles, responsibilities, and functioning of government on the local level.

3.4.1.11 Explain the outstanding leadership for which presidents Washington and Lincoln are respected and revered.

- 3.4.1.12 Give examples of government services offered in Kearney and describe how these services are paid for.
 - 3.4.1.13 Tell about nonprofit groups, civic organizations, or individuals that work for the common good.
 - 3.4.1.14 Give an example of a situation where “common good” must override individual interest.
 - 3.4.1.15 Give an example of a situation in which the United States and other countries might work together to solve a problem. Describe international organizations that foster cooperation among nations.
 - 3.4.1.16 Distinguish between conflict, cooperation, and compromise.
 - 3.4.1.17 Identify songs, paintings, and films that illustrate our nation’s concept of freedom.
 - 3.4.1.18 Use a democratic decision-making process to make appropriate classroom decisions.
- 3.4.2 The principles, purposes, and ideals upon which the United States was founded provide freedoms, rights, and responsibilities for citizens.

The student will be able to ...

- 3.4.2.1 Define and give examples of basic human rights.
 - 3.4.2.2 Identify the documents that define the structure of governments in the United States, and explain how they promote democracy.
 - 3.4.2.3 Describe kinds of rules and responsibilities associated with home, school, and the community.
 - 3.4.2.4 Tell about the fundamental principles and ideals of a democracy as expressed in songs, stories, and symbols such as the flag, the bald eagle, the national anthem, the Statue of Liberty, and the U.S. Capitol.
- 3.4.3 Citizens in a free society have the right and responsibility to uphold, support, and participate in the democratic process.

The student will be able to ...

- 3.4.3.1 Define citizenship, explain the qualities of good citizenship, and describe rights and responsibilities associated with citizenship.
- 3.4.3.2 Recognize the qualities of good citizenship in ordinary people and in historic figures such as Benjamin Franklin, Thomas Jefferson, Jane Addams, Helen Keller, Fredrick Douglass, and Marin Luther King Jr.
- 3.4.3.3 Employ problem-solving and decision-making skills to promote the common good and to help others.

ECONOMICS

3.5 *Third-grade students will have the opportunity to develop their knowledge of economic concepts, issues, and systems and to develop their decision-making skills as participants in the economy of an interdependent world.*

3.5.1 Economic systems, institutions, and incentives affect people in many aspects of life.

The student will be able to ...

3.5.1.1 Identify the three basic economic questions: What goods and services will be produced? How will they be produced? For whom will they be produced?

3.5.1.2 Describe human, natural, and capital resources.

3.5.1.3 Identify producers and consumers in your community.

3.5.1.4 Tell how trade benefits both parties involved; define interdependence.

3.5.1.5 Define division of labor.

3.5.1.6 Explain the advantages and disadvantages of distributing a good or service in various ways.

3.5.1.7 Give examples of exchanges made with and without money.

3.5.1.8 Tell how money contributes to the ease of economic exchange.

3.5.2 A market economy (capitalism) distributes resources by seeking to balance supply with demand.

The student will be able to ...

3.5.2.1 Relate wants and needs to the goods, services, and activities that satisfy them.

3.5.2.2 Explain the concept of supply and demand.

3.5.2.3 Explain and relate the concepts of scarcity, choice, and opportunity cost.

3.5.2.4 Explain price and how it is related to how much of a product is produced.

3.5.2.5 Explain that individuals can be both producers and consumers.

3.5.2.6 Tell how both buyers and sellers influence the setting of prices.

3.5.2.7 Give examples of economic incentives.

3.5.2.8 Explain the interdependence of people in a community with regard to goods and services.

3.5.2.9 Describe a free market.

3.5.2.10 Report on the role of a major business or industry in a community both in the past and in the present.

3.5.3 Government policies and technological innovations influence and shape economic activity.

The student will be able to ...

- 3.5.3.1 Describe the kinds of goods and services provided by the government and how these are paid for through taxes.
 - 3.5.3.2 Describe how people of a particular area made their living in the past; compare this to how people in the same area make their living now.
- 3.5.2 Economic knowledge and skills equip people to manage their own resources.

The student will be able to ...

- 3.5.4.1 Use a decision-making model to explain a personal economic choice.
- 3.5.4.2 Evaluate the benefits and negatives of making a purchase with a credit card.
- 3.5.4.3 Gather data about a proposed economic issue in the community.

3RD GRADE SCIENCE STANDARDS

PHYSICAL SCIENCES

3.1 *Third grade students at Zion Lutheran School of Kearney will understand concepts related to the physical sciences.*

3.1.1 Composition of Matter

The student will be able to ...

3.1.1.1 Recognize solid, liquid, and gas as three forms of matter, and describe the physical properties of each.

3.1.1.2 Explain that matter can be measured because all matter takes up space.

3.1.1.3 Describe matter using the terms color, shape, texture, mass, weight, volume, state of matter, solubility in water, transfer of heat, and transfer of electricity.

3.1.1.4 Sort solid objects according to the materials from which they are made (e.g. paper, glass, metal, plastic).

3.1.1.5 Explain that evaporation and melting occur when substances are heated and that gases condense into liquids when cooled.

3.1.1.6 Define a mixture as two or more combined substances that can be separated by physical means.

3.1.1.7 Acknowledge that when two or more substances are combined chemically, a new substance results with properties that differ from those of the original materials.

3.1.2 Magnetism, Force, and Motion

The student will be able to ...

3.1.2.1 Define gravity and illustrate its effects.

3.1.2.2 Observe the straight-line motion of objects dropped vertically and curved motion of objects thrown horizontally.

3.1.3 Energy

The student will be able to ...

3.1.3.1 Identify motions as straight, round and round, fast and slow, zig zag, and back and forth.

3.1.3.2 Explain that force is needed to set in motion a stationary object, to stop an object that is moving, and to cause moving objects to speed up, slow down, or change direction.

- 3.1.3.3 Recognize the relationship between the size of the force applied and the amount of change in the object's motion.
- 3.1.3.4 Show that differences in speed enable objects to travel equal distances in differing amounts of time and to travel different distances in the same amount of time.
- 3.1.3.5 Demonstrate that friction causes objects to move differently on surfaces with differing textures.
- 3.1.3.6 Show that energy moves from one place to another in waves, such as water and sound waves, by electric current, and by moving objects.
- 3.1.3.7 Identify stored energy in the forms of food, fuel, and batteries.
- 3.1.3.8 Define electric charges and electromagnets.
- 3.1.3.9 Create an electric circuit.

3.1.4 Sound Energy

The student will be able to ...

- 3.1.4.1 Explain how sound vibrations travel through the air to enter our body through the ear.
- 3.1.4.2 Illustrate the functioning of the human ear as it receives sound vibrations.

3.1.5 Light Energy

The student will be able to ...

- 3.1.5.1 Identify the sun as our main source of light energy.
- 3.1.5.2 Affirm that light travels in one direction until it is absorbed, refracted, or reflected.
- 3.1.5.3 Differentiate between the effect of flat and curved mirrors.
- 3.1.5.4 Block light to create shadows.
- 3.1.5.5 Tell that an object is seen when light traveling from the object enters the eye through the lens.

LIFE SCIENCES

3.2 *Third grade students at Zion Lutheran School of Kearney will understand concepts related to the life sciences.*

3.2.1 Plants and Animals

The student will be able to ...

- 3.2.1.1 Explain and compare basic structures of plants and animals.

- 3.2.1.2 Describe how plants use energy from the sun to make food and therefore provide the base for the food chain.
- 3.2.1.3 Sort animals in several ways, using various features to decide which belong to which group (e. g. vertebrates or invertebrates, fish, amphibians, reptiles, birds, or mammals).
- 3.2.1.4 Tell how the structures of animals contribute to their survival.
- 3.2.1.5 Explain the life cycles of various animals.
- 3.2.1.6 Explore the minute details of organisms (such as butterfly wings, cricket legs, and flower parts), examining them with magnifying instruments.

3.2.2 Ecosystems

The student will be able to ...

- 3.2.2.1 Give examples of diverse life-forms found in various environments, such as oceans, deserts, tundra, forests, grasslands, and wetlands.
- 3.2.2.2 Tell how habitats enable the organisms they host to meet their basic needs.
- 3.2.2.3 Explain the elements of a food chain that exists in a local habitat.
- 3.2.2.4 Give examples of plant eaters, meat eaters, and animals that eat both plants and animals.
- 3.2.2.5 Tell how living things cause both detrimental and beneficial changes in their environment.
- 3.2.2.6 Explain that when the environment changes, some plants and animals survive and reproduce, others move to new locations, and still others die.
- 3.2.2.7 Explain the value of conservation of clean air and water.

3.2.3 Human Life

The student will be able to ...

- 3.2.3.1 Differentiate between human wants and needs.
- 3.2.3.2 Identify differences among people, including differences based on gender, race, interests, abilities, and culture group.
- 3.2.3.3 Identify the parts and functions of the various parts of the skeletal system (e. g. skull, ribs, scapula, pelvis).
- 3.2.3.4 Differentiate and explain voluntary and involuntary muscles.
- 3.2.3.5 Explain the working of the brain and nervous system.
- 3.2.3.6 Describe the conditions humans need for healthy living.

3.2.4 Heredity

The student will be able to ...

- 3.2.4.1 Compare and contrast characteristics of parents with characteristics of their offspring.
- 3.2.4.2 Differentiate between characteristics organisms inherit and characteristics organisms acquire.

3.2.5 Life in the Past

The student will be able to ...

- 3.2.5.1 Describe fossils and how they are formed.
- 3.2.5.2 Explain how fossils provide information about animals and environments of long ago.

NATURAL SCIENCES

3.3 *Third grade students at Zion Lutheran School of Kearney will understand concepts related to the natural sciences.*

3.3.1 The Solar System

The student will be able to ...

- 3.3.1.1 Describe the planets in the solar system.
- 3.3.1.2 Identify Earth as one of the planets that orbit the sun, and identify the moon as a natural satellite that orbits Earth.
- 3.3.1.3 Acknowledge the changing position of the sun in the sky during the course of the day and from season to season.
- 3.3.1.4 Describe the moon's appearance during various stages of the four-week lunar cycle.
- 3.3.1.5 Explain and illustrate the cause of an eclipse.
- 3.3.1.6 Describe the space shuttle and space probes and their uses.

3.3.2 Land and Water Features

The student will be able to ...

- 3.3.2.1 Identify mountains, valleys, rivers, and canyons as natural features of continents.
- 3.3.2.2 Explain that mountains, valleys, and canyons can be found on the ocean floor and that the ocean floor is a continuation of the continents.
- 3.3.2.3 Classify rocks according to properties of color, texture, and layering.
- 3.3.2.4 Tell how moving water, ice and wind break down and move materials.
- 3.3.2.5 Explore the properties of soil (e. g. texture, color, ability to retain water, ability to support plant growth) and the composition of soil (e. g. small bits of rock, decomposed plants and animals, products of plants and animals).

- 3.3.2.6 Tell how human activity and natural events can have negative effects on the environment.
- 3.3.2.7 Explain the positive effects on the environment of human activities such as recycling.
- 3.3.3 Weather and Seasons

The student will be able to ...

- 3.3.3.1 Recognize cumulus, cirrus, and stratus clouds.
- 3.3.3.2 Use simple instruments to measure, record, and describe weather conditions.
- 3.3.3.3 Describe the water cycle.
- 3.3.3.4 Explain what causes thunderstorms, hurricanes, tornadoes, and blizzards.

SCIENTIFIC PROCESSES & APPROACHES

3.4 *Third grade students of Zion Lutheran School in Kearney will understand concepts related to science processes and approaches.*

3.4.1 Using Scientific Methods

The student will be able to ...

- 3.4.1.1 Conduct a simple science investigation to answer a question and to prove or disprove a hypothesis.
- 3.4.1.2 Develop a step-by-step approach and keep records of observations and data when conducting a scientific investigation.
- 3.4.1.3 Demonstrate safe procedures to measure and otherwise gather data.
- 3.4.1.4 Interpret simple tables, charts, and graphs to reach conclusions from the data.
- 3.4.1.5 Use pictures, writing, and speech to communicate scientific findings to others.
- 3.4.1.6 Propose solutions to a simple design problem.

3.4.2 Applying Scientific Knowledge

The student will be able to ...

- 3.4.2.1 Tell the difference between opinion and fact.
- 3.4.2.2 Describe a public issue that could be influenced by scientific concepts, and explain the positive and negative aspects of a decision.
- 3.4.2.3 Explain how men and women of various cultures and backgrounds and people with disabilities have contributed to the advancement of science and technology.
- 3.4.2.4 Identify careers in science, and explain what people must do to prepare for them.
- 3.4.2.5 Describe how scientific developments have improved everyday life.

3.4.3 Using Scientific Instruments and Technology

The student will be able to ...

- 3.4.3.1 Use appropriate tools to measure and record length, weight, volume, temperature, and area in metric and English units.
- 3.4.3.2 Explain that telescopes magnify the appearance of distant objects and that microscopes magnify small objects, and determine which instrument to use for which situations.
- 3.4.3.3 Explain how technology use can have both beneficial and harmful results.

3RD GRADE TECHNOLOGY STANDARDS

Third grade students should be able to demonstrate the following computer skills in addition to previously mastered skills:

I. Computers in the Public

- A. Be able to give uses of a computer in different situations.
- B. Name three occupations that utilize a computer.
- C. Reinforce or learn and exhibit computers ethics, morals, and standards.

II. Use of a computer

- A. Be able to identify the following terms: monitor, keyboard, mouse, printer, CD, and memory stick.
- B. Learn the use and set up of a memory stick.
- C. Be able to handle and carry a laptop computer properly.
- D. Be able to turn on, login and access the desktop without assistance.
- E. Be able to access and use educational software.

III. Keyboard and Mouse Skill

- A. Recognize letters, numbers, and punctuation on the keyboard.
- B. Recognize and be able to use a mouse pad on a laptop computer.
- C. Recognize and be able to use the following function keys: RETURN, SPACE BAR, ARROWS, ESCAPE, SHIFT, CONTROL, BACKSPACE, and DELETE.
- D. Recognize and be able to plug in headphones into the headphone jack.
- E. Be able to identify and memorize home row.
- F. Be able to use two hands on the keyboard, use HOME ROW as a base and reach for keys with appropriate fingers.
- G. Use appropriate posture at the keyboard.
- H. Type simple sentences and phrases.

3RD GRADE VISUAL ARTS STANDARDS

ARTISTIC PERCEPTION

3.1 *Third-grade students will develop the artistic perception that will enable them to respond to sensory information with the language and skills appropriate to the visual arts.*

3.1.1 Developing vocabulary for perceptual skills and visual arts

The student will be able to...

3.1.1.1 Describe art elements such as color, texture, form, line, space, and value.

3.1.1.2 Provide detailed descriptions of the subject matter depicted in art.

3.1.1.3 Tell how art principles are used by artists to create visual effects, such as emphasis, pattern, rhythm, balance, proportion, and unity.

3.1.1.4 Recognize and explain rhythm and movement in works of art and in the environment.

3.1.1.5 Explain how artists paint using various tints and shades.

3.1.1.6 Differentiate between two works of art made by the use of different art tools and media, such as watercolor, tempera, and the computer.

3.1.2 Analyzing elements of art and principles of design

The student will be able to...

3.1.2.1 Explain how sensory knowledge and life experiences provide sources for ideas about visual symbols and expressions.

3.1.2.2 Explain different responses to and interpretations of the same work of art.

3.1.2.3 Establish criteria for discussing and evaluating works of art (their own and the work of others).

CREATIVE EXPRESSION

3.2 Third-grade students will express themselves creatively as they develop, perform, and participate in the visual arts.

3.2.1 Skills, processes, materials, and tools

The student will be able to...

3.2.1.1 Make an imaginative clay sculpture based on an organic form.

- 3.2.1.2 Generate an original work of art using a selected printing process to emphasize rhythm and movement.
- 3.2.1.3 Explain how to create two- and three-dimensional works that demonstrate an awareness of composition.
- 3.2.2 Communicating through original works of art

The student will be able to...

- 3.2.2.1 Produce artworks based on personal observations and experiences.
- 3.2.2.2 Create effective compositions using design skills.
- 3.2.2.3 Show the illusion of space in the drawing of a landscape, seascape, or cityscape.

HISTORICAL AND CULTURAL CONTEXT

- 3.3 Third-grade students will demonstrate an emerging understanding of the historical and cultural dimensions of the visual arts.
 - 3.3.1 Role, function, and advancement of the visual arts

The student will be able to...

- 3.3.1.1 Explain and compare various works of art that have a similar theme but were created at different time periods.
- 3.3.1.2 Recognize and describe art, such as puppets, masks, or container art, from various parts of the world, observed in visits to a museum or gallery.
- 3.3.1.3 Identify and explain representational, abstract, and nonrepresentational works of art.
- 3.3.2 Diversity among the visual arts

The student will be able to...

- 3.3.2.1 Identify artists from students' own community, area, or state, and discuss local and regional art traditions.
- 3.3.2.2 Contrast and compare artworks from various cultures, including art that reflects the student's own cultural background.

AESTHETIC VALUING

- 3.4 Third-grade students will grow in their ability to value aesthetically as they respond to, analyze, and make judgments about various works of art.

3.4.1 Deriving meaning from the visual arts

The student will be able to...

- 3.4.1.1 Explain the general intent and expressive qualities of personal artworks.
- 3.4.1.2 Use the appropriate art vocabulary to contrast and compare selected works of art.

3.4.2 Forming judgments about the visual arts

The student will be able to...

- 3.4.2.1 Develop criteria to identify main ideas in original artworks, portfolios, and exhibitions by peers and major artists.
- 3.4.2.2 Constructively use the feedback of others and evaluate the successful and less than successful qualities of their own work to improve the quality of their artwork.

MAKING APPLICATIONS

3.5 Third-grade students will make applications of the visual arts across subject areas, into various aspects of lifelong learning, and relating to professions and careers.

3.5.1 Connecting and applying the visual arts

The student will be able to...

- 3.5.1.1 Use visuals, such as graphs, charts, or illustrations, to communicate mathematics, geography, or science information.

3.5.2 Developing visual literacy

The student will be able to...

- 3.5.2.1 Analyze images in representational works of art, and predict what might happen next, telling what clues in the work support their ideas.

3.5.3 Exploring careers and career-related skills that apply the visual arts

The student will be able to...

- 3.5.3.1 Tell how artists such as architects, book illustrators, and fashion and industrial designers affect people's daily lives.
- 3.5.3.2 Make connections between art and aspects of various jobs.