
GRADE 3

ART GRADE THREE

STANDARDS

Grades K-5

By the end of fifth grade:

1. Students understand and apply art media, techniques, and processes.
2. Students use knowledge of structures and functions of art.
3. Students choose and evaluate a range of art subject matter, symbols, and ideas.
4. Students understand the visual arts in relation to history and culture.
5. Students reflect upon and assess the characteristics and merits of their art work and the work of others.
6. Students make connections between the visual arts and other disciplines.

Grade Three

To meet these standards, third grade students will:

- draw conclusions regarding meaning in works of art
- analyze formal qualities in works of art
- examine world-wide works of art in historical/cultural context
- create expressive artwork in varied media, independently, and in collaborative groups
- explain own art work using art criticism process and vocabulary

ART GRADE THREE (Continued)

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

Aesthetics and Art Criticism

It is expected that students will:

- (3)1.1 examine art works through description, analysis, and interpretation
- (3)1.2 examine works of art through aesthetic inquiry
 - a. discuss visual means employed to communicate artists' "messages" or intent
 - b. share own emotional response(s) to works of art, citing visual qualities that evoked that response
 - c. discuss formal qualities related to the purpose of a work of art
 - d. consider the question, "What is art?" by contrasting samples of art objects and non-art objects
- (3)1.3 discuss visual images that convey feelings and ideas
- (3)1.5 compare/contrast themes, styles, purposes and subject matter using appropriate art vocabulary
- (3)1.6 classify a variety of art forms and media (e.g., drawing, painting, sculpture, relief, architecture, printmaking)
- (3)1.7 distinguish variety within a medium (e.g., multiple editions vs. monoprints)
- (3)1.8 judge works of art
 - a. share preferences
 - b. relate preferences to attributes of the art
- (3)1.9 explain own art work using art criticism process and vocabulary

Art History

It is expected that students will:

- (3)2.1 describe the styles and characteristics of world-wide art from a historical/cultural perspective
- (3)2.2 distinguish the variety of materials used and their purposes in a cultural context
- (3)2.6 conduct art historical research by reading biographies of artists

Art Production

It is expected that students will:

- (3)3.1 demonstrate the elements of art: line, shape, form, space, value, color, texture
- (3)3.2 demonstrate design concepts and principles: repetition, pattern, symmetry, contrast, overlapping, composition, emphasis, geometric vs. organic shape, contours, tertiary hues
- (3)3.3 develop skill in drawing, including contours and figure studies

ART GRADE THREE (*Continued*)

- (3)3.4 develop skill in watercolor and tempera painting, including mixing tertiary hues
- (3)3.5 develop skill in sculpture
- (3)3.6 develop skill in pottery
- (3)3.7 develop skill in multiple edition prints
- (3)3.8 develop skill in weaving
- (3)3.10 develop skill in supplementary media (e.g., collage, maskmaking, puppetry, wearable art, architecture, bookmaking)
- (3)3.11 work independently
- (3)3.12 create group projects
- (3)3.13 demonstrate proper use and care of tools

FOREIGN LANGUAGE IN THE ELEMENTARY SCHOOLS (FLES)
“ESPAÑOL PARA TI” VIDEO PROGRAM
GRADE THREE

GOALS

The goals of the third grade “Español para ti” Video Program are to enhance students’ cultural knowledge and to continue the development of listening and speaking skills, enabling children to communicate their wants and needs in greater detail. Students will also begin to associate the spoken with the written symbol as they gradually recognize sound/symbol correspondence in Spanish.

The third grade video program is based on the principles of spiral learning which state that language acquisition takes place over time when there is ample opportunity for review and practice, and that mastery of concepts requires constant repetition. Therefore, the third-grade lessons revisit much of the curriculum taught in the first and second grades and present new vocabulary, structures, and cultural concepts.

In **listening** the children will augment basic vocabulary, structures, and expressions essential for everyday communication. In **speaking** the children will respond to more simple questions, statements and commands using words, phrases, songs, and in some instances short sentences. In **culture** the students will continue their exploration of Hispanic customs. In **literacy** the Spanish alphabet is taught, and students begin to explore sound/symbol correspondence. The FLES Video Guide provides a complete overview of the third grade Spanish curriculum which includes: listening, speaking, and cultural objectives for every video lesson; accompanying reinforcement activities; and music activities. All activities are designed to be interactive and to accommodate various learning styles.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

Target Vocabulary

- 8 positive commands
- 8 parts of the house
- 6 rooms of the house
- 6 furniture items
- 7 home appliances
- 10 sports and activities
- 3 meals of the day
- 8 fruits
- the alphabet in Spanish
- 8 home entertainment items

Structures

- Answer “¿Qué tiene la casa?” (What does the house have?)
- Answer “¿Cuántos hay?” (How many are there?)
- Answer “¿Qué quieres hacer tú?” (What do you want to do?)
- Answer “¿Qué te gusta?” (What do you like?)
- Answer “¿Qué letra es?” (What letter is it?)
- Express “Escucho la música.” (I listen to the music.)

Literacy

- Identify and write letters of the alphabet.
- Read familiar words.

HEALTH GRADE THREE

STANDARDS

Grades K-5

By the end of fifth grade:

1. Students identify measures for preventing and controlling disease.
2. Students know essential injury prevention and safety practices.
3. Students evaluate and select actions which maintain and promote personal health.
4. Students develop awareness of different substances which can harm the body.
5. Students understand nutritional practices which enhance health.

Grade Three

To meet these standards, third grade students will:

- describe how cleanliness, nutrition, exercise, and rest are necessary for good health
- follow rules and make logical decisions regarding safety and health
- identify disease prevention techniques
- identify actions which can enhance growth, development, and wellness
- describe positive ways to resolve conflicts
- describe health-related careers
- describe safety behaviors necessary to reduce the risk of injury
- describe how brushing, eating healthy, and regularly visiting a dentist helps to prevent tooth decay

HEALTH GRADE THREE (*Continued*)

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

Disease Prevention

It is expected that students will:

- (3)1.1 explain that individuals need a balance of exercise, nutrition, relaxation, and sleep
- (3)1.2 state that germs, viruses, and infections cause illnesses, including AIDS
- (3)1.3 identify the importance of disease prevention behaviors
- (3)1.4 identify methods for creating protection barriers to infection (e.g., use of a bandage, handkerchief, place mat)
- (3)1.5 describe universal precautions
- (3)1.6 explain how the heart and lungs functions
- (3)1.7 identify health-related careers (e.g., doctor, nurse, pharmacist, nutritionist) and describe the responsibilities of health-care professionals

Safety

It is expected that students will:

- (3)2.1 describe safety rules and hazards in the home, at school, and at play
- (3)2.2 identify hazardous play areas (e.g., flood channels, old buildings)
- (3)2.3 describe appropriate first-aid procedures for minor injuries
- (3)2.4 identify the dangers of weapons (e.g., guns, knives)
- (3)2.5 distinguish safe from potentially unsafe situations
- (3)2.6 discuss procedures for getting help in an emergency when home alone
- (3)2.7 identify trusting adults and know how to ask them for help

Personal Health

It is expected that students will:

- (3)3.1 describe how keeping physically fit is beneficial to personal health
- (3)3.2 identify the people that can be trusted with a problem
- (3)3.3 describe why trust is an essential quality to consider when going to a person with a problem
- (3)3.4 describe how tooth decay occurs and how it can be prevented
- (3)3.5 categorize foods as healthy or less healthy for teeth
- (3)3.6 identify the proper methods of good dental health

HEALTH GRADE THREE (*Continued*)

Substance Abuse Prevention

It is expected that students will:

- (3)4.1 identify gateway drugs (e.g., alcohol, tobacco, and marijuana)
- (3)4.2 list the negative effects (psychological and physical) of substance abuse
- (3)4.3 identify ways to refuse drugs and discuss positive alternatives
- (3)4.4 list the risk factors that may contribute to becoming chemically dependent
- (3)4.5 discuss the importance of practicing various healthy habits and staying drug-free

Nutrition

It is expected that students will:

- (3)5.1 explain that foods contain nutrients
- (3)5.2 evaluate nutritional information found on a food label
- (3)5.3 classify personal daily food intake using the food pyramid as a guide
- (3)5.4 explain how to prepare and serve healthy meals
- (3)5.5 describe the relationship between maintaining good health and eating healthy foods
- (3)5.6 compare foods from around the world

ENGLISH LANGUAGE ARTS/READING GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text.
- 2.0 Students use reading process skills and strategies to build comprehension.
- 3.0 Students read to comprehend, interpret, and evaluate literature from a variety of authors, cultures, and times.
- 4.0 Students read to comprehend, interpret, and evaluate informational texts for specific purposes.
- 5.0 Students write a variety of texts that inform, persuade, describe, evaluate, or tell a story and are appropriate to purpose and audience.
- 6.0 Students write with a clear focus and logical development, evaluating, revising, and editing for organization, style, tone, and word choice.
- 7.0 Students write using standard English grammar, usage, punctuation, capitalization, and spelling.
- 8.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.
- 9.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose.
- 10.0 Students participate in discussions to offer information, clarify ideas, and support a position.
- 11.0 Students formulate research questions, use a variety of sources to obtain information, weigh the evidence, draw valid conclusions, and present findings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

Word Knowledge – Phonics, Vocabulary, Spelling

It is expected that students will:

- (3)1.1 use knowledge of phonics to read fluently and to determine the meaning of unfamiliar words in context [NS 1.3.2]
 - a. vowels
 - b. consonants
 - c. digraphs
 - d. diphthongs
 - e. r-controlled
 - f. silent letters
- (3)1.2 use knowledge of word families and structural elements to read fluently and to determine the meaning of unfamiliar words in context [NS 1.3.2]
- (3)1.3 use knowledge of structural analysis to determine the meaning of words in context [NS 1.3.3]
 - a. regular plurals
 - b. singular/plural possessives
 - c. comparatives/superlatives
 - d. prefixes/suffixes
 - e. roots/base words
- (3)1.4 use knowledge of multiple meaning words, compound words, synonyms, antonyms, homophones, homographs, and content area words to expand vocabulary [NS 1.3.5]
- (3)1.5 use dictionaries and glossaries to determine the meanings and other features of unknown words [NS 1.3.4]
- (3)1.6 use sound patterns to spell correctly
 - a. blends
 - b. digraphs
 - c. double consonants
 - d. variations of common consonant sounds
 - e. silent consonants
- (3)1.7 use structure rules to spell correctly
 - a. plurals using s, es, ies, ves
 - b. adding –ed and –ing
 - c. adding prefixes and suffixes
- (3)1.8 use spelling strategies to spell correctly
 - a. rhyming helpers
 - b. syllabication
 - c. pronunciation

Reading Comprehension - Process Skills and Strategies

It is expected that students will:

- (3)2.1 use pre-reading strategies to improve comprehension [NS 2.3.1]
 - a. accessing prior knowledge
 - b. predicting

ENGLISH LANGUAGE ARTS/READING GRADE THREE (Continued)

- c. previewing
- d. setting a purpose
- (3)2.2 use self-correcting strategies to gain meaning from text [NS 2.3.2]
 - a. self-questioning
 - b. reading on
 - c. context
 - d. asking for help
 - e. rereading
- (3)2.3 recall essential points in text while reading [NS 2.3.3]
- (3)2.4 make and revise predictions about text and read to verify [NS 2.3.3]
- (3)2.5 restate facts and details in text to share information and organize ideas [NS 2.3.4]
 - a. story map
 - b. semantic map
 - c. web
 - d. chart
 - e. graph
- (3)2.6 adjust reading rate to suit difficulty of text [NS 2.3.5]

Reading Comprehension - Literature

It is expected that students will:

- (3)3.1 compare plots, settings, and characters in a variety of works and by a variety of authors [NS 3.3.1]
- (3)3.2 make inferences about a character's traits and check text for verification [NS 3.3.2]
- (3)3.3 compare plots, settings, characters, and points of view in a variety of works and by a variety of authors from different cultures and times [NS 3.3.3]
- (3)3.4 identify and compare themes or messages (including author's purpose) in reading selections [NS 3.3.4]
- (3)3.5 identify simile, metaphor, onomatopoeia, and hyperbole in text [NS 3.3.5]
- (3)3.6 read and identify a variety of selections [NS 3.3.7]
 - a. stories
 - b. plays
 - c. poetry
 - d. fables
 - e. biography/autobiography
 - f. interviews
 - g. magazine/newspaper articles
 - h. steps in an experiment
 - i. recipes
 - j. content area texts
 - k. other non-fiction selections
- (3)3.7 demonstrate an active interest in reading
 - a. read silently daily
 - b. select books of choice
 - c. express a preference for authors and books

ENGLISH LANGUAGE ARTS/READING GRADE THREE (Continued)

Reading Comprehension - Informational Texts

It is expected that students will:

- (3)4.1 distinguish essential information from text features to locate information in texts for specific purposes [NS 4.3.1]
 - a. titles
 - b. tables of contents
 - c. chapter headings
 - d. glossaries
 - e. indexes
 - f. diagrams
 - g. charts
 - h. maps
- (3)4.2 distinguish between cause and effect, fact and opinion, and main idea and supporting details in text [NS 4.3.2]
- (3)4.3 ask questions and support answers by connecting prior knowledge with literal and inferential information in text [NS 4.3.3]
- (3)4.4 draw conclusions about texts and support them with textual evidence and experience [NS 4.3.4]
- (3)4.5 read and follow three and four-step directions to complete a simple task [NS 4.3.6]

Writing - Composition

It is expected that students will:

- (3)5.1 locate, acknowledge, and use at least three sources to write an informative paper [NS 5.3.1]
- (3)5.2 write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, stated purpose, and context and that include the date, proper salutation, body, closing, and signature [NS 5.3.2]
- (3)5.3 write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details to develop the plot [NS 5.3.3]
- (3)5.4 write responses to literature and experiences through the use of journals and learning logs [NS 5.3.4]
- (3)5.5 write compositions that retell events of a story in sequence [NS 5.3.5]

Writing - Process

It is expected that students will:

- (3)6.1 generate possible ideas for future writing through group activities such as brainstorming and discussions [NS 6.3.1]
- (3)6.2 organize ideas through activities such as sequencing and classifying [NS 6.3.2]
- (3)6.3 write simple compositions that address a single topic and include topic sentences and supporting sentences [NS 6.3.3]
- (3)6.4 revise drafts, using an established rubric, to improve the coherence and logical progression of ideas [NS 6.3.4]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (Continued)

- (3)6.5 edit for use of standard English [NS 6.3.5]
- (3)6.6 produce writing with voice for given audiences [NS 6.3.6]
- (3)6.7 share writing with others, listen to responses, and make revisions to drafts based upon reader responses [NS 6.3.7]

Writing - Mechanics

It is expected that students will:

- (3)7.1 identify and correctly use grammar in writing simple sentences [NS 7.3.1]
 - a. nouns/verbs
 - b. pronouns
 - c. adjectives/adverbs
 - d. possessives (singular-plural)
 - e. subject/verb agreement
 - f. past, present, and future verb tenses
- (3)7.2 demonstrate understanding of and write complete declarative, interrogative, imperative, and exclamatory sentences [NS 7.3.2]
- (3)7.3 use quotation marks in dialogue [NS 7.3.3]
- (3)7.4 punctuate city and state, dates, and titles of books [NS 7.3.3]
- (3)7.5 use rules of capitalization [NS 7.3.4]
 - a. pronoun "I"
 - b. proper nouns
 - c. titles
 - d. initials
 - e. greeting and closing of a friendly letter
 - f. sentences
- (3)7.6 use correct spelling of words [NS 7.3.5]
 - a. affixes
 - b. contractions
 - c. compounds
 - d. common homophones (e.g., bear-bare)
- (3)7.7 create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence [NS 7.3.6]

Listening

It is expected that students will:

- (3)8.1 retell and explain what has been said by a speaker [NS 8.3.1]
- (3)8.2 listen to connect prior experiences, insights, and ideas to the message of a speaker [NS 8.3.2]
- (3)8.3 identify language and sayings that reflect regions and cultures [NS 8.3.3]
- (3)8.4 follow three- and four-step oral directions to complete a simple task [NS 8.3.4]

Speaking

It is expected that students will:

- (3)9.1 use specific vocabulary and apply standard English to communicate ideas [NS 9.3.1]

ENGLISH LANGUAGE ARTS/READING GRADE THREE (Continued)

- (3)9.2 use appropriate public speaking techniques such as volume control and eye contact [NS 9.3.2]
- (3)9.3 present ideas and supporting details in a logical sequence with a beginning, middle, and ending [NS 9.3.3]
- (3)9.4 read aloud and recite prose and poetry with fluency, rhythm, pace, and appropriate intonation and vocal patterns [NS 9.3.4]
- (3)9.5 give clear three- and four-step directions to complete a simple task [NS 9.3.5]

Discussion

It is expected that students will:

- (3)10.1 speak and listen attentively in conversations and group discussions [NS 10.3.1]
- (3)10.2 ask pertinent questions; respond to questions with relevant details [NS 10.3.2]
- (3)10.3 share ideas and information to complete a task [NS 10.3.3]
- (3)10.4 distinguish between a speaker's opinion and verifiable facts [NS 10.3.4]

Research and Study Skills

It is expected that students will:

- (3)11.1 formulate questions to investigate topics [NS 11.3.1]
- (3)11.2 use a variety of library resources, media, and technology to find information on a topic [NS 11.3.2]
- (3)11.3 give credit for others' ideas, images, and information [NS 11.3.3]
- (3)11.4 organize and record information from print and non-print resources [NS 11.3.4]
 - a. graphic organizers
 - b. outlining
- (3)11.5 present research findings for different purposes and audiences [NS 11.3.5]
- (3)11.6 use test-taking strategies
 - a. complete a multiple choice test within a set time period
 - b. reread to verify answers to questions
 - c. skim and scan to locate information

LIBRARY GRADE THREE

STANDARDS

Grades K-5

By the end of fifth grade:

1. Students know stories can be communicated in oral, written, or a variety of multi-media formats.
2. Students understand how folklore, mythology, and literature reflect the lives and beliefs of individuals from various cultures.
3. Students evaluate and select reading materials to meet individual needs.
4. Students evaluate the quality of literature.
5. Students identify an information need and use the appropriate information retrieval process to locate and synthesize information.
6. Students use available technology to implement the information retrieval process.
7. Students understand the technological information retrieval process is in a constant state of change.

Grade Three

To meet these standards, third grade students will:

- compare different kinds of literature, including folklore, fiction, poetry and non-fiction, and express personal preferences
- compare the quality of work of different authors and illustrators
- locate fiction, non-fiction, reference, and biographical material using the library catalog and classification system
- locate information within non-fiction and reference books and use the information to answer questions or create a learning product
- access information using available on-line sources

LIBRARY GRADE THREE (Continued)

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

Literary Appreciation

It is expected that students will:

- (3)1.1 compare and contrast different genres of literature
 - a. folktales
 - b. poetry
 - c. fiction
 - d. non-fiction
- (3)1.1 use multi-media resources to enhance reading experiences
- (3)1.2 give a personal reaction to a story in oral, written, or multi-media format
- (3)1.2 retell folk tales from many cultures
- (3)1.4 compare the works of several award winning authors and illustrators
 - a. Caldecott
 - b. Newberry
- (3)1.5 discuss the qualities of well-written literature

Information Retrieval

It is expected that students will:

- (3)2.3 identify and locate library materials using the library catalog and the library classification system
- (3)2.3 locate library materials by searching by author, title, subject, and keyword on the library catalog
- (3)2.6 read a variety of non-fiction and fiction books on various subjects
- (3)2.6 define a problem or identify an information need and follow appropriate steps to create and evaluate a learning product
- (3)2.6 locate, gather, and use information from a variety of sources, including print, non-print, and computer-based sources
- (3)2.6 combine information from various sources and give credit to sources used
- (3)2.6 take notes using information sources
- (3)2.6 integrate and organize information from a variety of sources

MATHEMATICS GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will accurately calculate and use estimation techniques, number relationships, operation rules, and algorithms; they will determine the reasonableness of answers and the accuracy of solutions.
- 2.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use various algebraic methods to analyze, illustrate, extend, and create numerous representations (words, numbers, tables, and graphs) of patterns, functions, and algebraic relations as modeled in practical situations.
- 3.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will use appropriate tools and techniques of measurement to determine, estimate, record, and verify direct and indirect measurements.
- 4.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will identify, represent, verify, and apply spatial relationships and geometric properties.
- 5.0 To solve problems, communicate, reason, and make connections within and beyond the field of mathematics, students will collect, organize, display, interpret, and analyze data to determine statistical relationships and probability projections.

Nevada Grades K-12 Process Standards

- 6.0 Students will develop their ability to ***solve problems*** by engaging in developmentally appropriate problem solving opportunities in which there is a need to use various approaches to investigate and understand mathematical concepts in order to: formulate their own problems; find solutions to problems from everyday situations; develop and apply strategies to solve a wide variety of problems; and integrate mathematical reasoning, communication, and connections.
- 7.0 Students will develop their ability to ***communicate mathematically*** by solving problems in which there is a need to obtain information from the real world through reading, listening, and observing in order to: translate this information into a mathematical language and symbols; process this information mathematically; and present results in written, oral, and visual formats.
- 8.0 Students will develop their ability to ***reason mathematically*** by solving problems in which there is a need to investigate significant mathematical ideas and construct their own learning in all content areas in order to justify their thinking; reinforce and extend their

MATHEMATICS GRADE THREE (*Continued*)

logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.

- 9.0 Students will develop the ability to make ***mathematical connections*** by solving problems in which there is a need to view mathematics as an integrated whole, identifying relationships between content strands, and integrating mathematics with other disciplines, allowing the flexibility to approach problems in a variety of ways within and beyond the field of mathematics.

MATHEMATICS GRADE THREE (*Continued*)

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

Numbers, Number Sense, and Computation

It is expected that students will:

- (3)1.1 read, write, order and compare numbers (0 - 9,999) [NS 1.3.6]
- (3)1.2 read and write number words (0 - 1,000)
- (3)1.3 use ordinal positions first through hundredth
- (3)1.4 identify odd and even numbers
- (3)1.5 use, model, and identify place value positions up to 10,000 [NS 1.3.8]
- (3)1.6 round numbers to nearest tens and hundreds to determine reasonableness of answers [NS 1.3.7]
- (3)1.7 explain and use the processes and properties of addition, subtraction, multiplication, and division, including correct notations and representations
- (3)1.8 model concepts of multiplication and division, including groupings and arrays
- (3)1.9 use addition to model and explain multiplication [NS 1.3.5]
- (3)1.10 use subtraction to model and explain division
- (3)1.11 model, sketch, and label fractions with denominators to 10 [NS 1.3.9]
- (3)1.12 write fractions with numerals and with number words [NS 1.3.9]
- (3)1.13 name and write fractions represented by drawings or models
- (3)1.14 identify the part of a set and/or region that represents a given fraction and write the corresponding fraction
- (3)1.15 compare unit fractions and fractions with like denominators, with and without models
- (3)1.16 identify the number of equal fractional parts needed to make a whole or a fractional part of a whole, with and without models
- (3)1.17 read and write decimals (tenths and hundredths place)
- (3)1.18 immediately recall and use addition and subtraction facts [NS 1.3.1]
- (3)1.19 immediately recall and use multiplication facts, products to 100 [NS 1.3.1]
- (3)1.20 recall division facts through the 10's
- (3)1.21 add and subtract multi-digit numbers, with regrouping [NS 1.3.2]
- (3)1.22 multiply a two-or three-digit number by a one-digit number, with and without regrouping
- (3)1.23 multiply three one-digit numbers
- (3)1.24 multiply a two-or three-digit number by a multiple of ten
- (3)1.25 divide a two-digit number by a one-digit number, without a remainder
- (3)1.26 divide a three-digit multiple of ten by a two-digit multiple of ten
- (3)1.27 use estimation and mental computation in appropriate situations to solve problems
- (3)1.28 add and subtract proper fractions and mixed numbers with like denominators (without regrouping or simplifying), with and without models
- (3)1.29 add and subtract decimals, using money as a model [NS 1.3.4]
- (3)1.30 add and subtract decimals, tenths and hundredths

MATHEMATICS GRADE THREE (Continued)

- (3)1.31 generate and solve two-step addition and subtraction and one-step multiplication problems based on practical situations using pencil and paper, mental computation, and estimation [NS 1.3.3]
- (3)1.32 use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems

Patterns, Functions, and Algebra

It is expected that students will:

- (3)2.1 compare and categorize shapes and numbers
- (3)2.2 recognize, describe, and create repeating and increasing patterns using numbers [NS 2.3.1]
- (3)2.3 describe and label with letters, words, and numbers the patterns observed in models of repeating and increasing patterns
- (3)2.4 use number patterns and their extensions to solve problems [NS 2.3.1]
- (3)2.5 identify missing terms and missing numbers in open number sentences involving addition and subtraction number facts [NS 2.3.3]
- (3)2.6 complete number sentences with the appropriate words and symbols for addition, subtraction, less than, greater than, and equal to (+, -, <, >, =) [NS 2.3.4]

Measurement

It is expected that students will:

- (3)3.1 measure and record to a required degree of accuracy, evaluate for error, and identify the appropriateness of selected units of measure [NS 3.3.2]
- (3)3.2 estimate and use measuring devices with standard (English and metric) and non-standard units to measure length, surface area, liquid volume (capacity), temperature, and weight [NS 3.3.3]
- (3)3.3 communicate the relationships of more, less, and equivalent when measuring [NS 3.3.3]
- (3)3.4 identify perimeter and area of regular and irregular figures by counting units
- (3)3.5 identify dimensions and volume of rectangular prisms by counting cubes
- (3)3.6 use the calendar to identify year/month/week/day(date)
- (3)3.7 read time to nearest minute using digital and analog clocks [NS 3.3.6]
- (3)3.8 identify elapsed time using a clock [NS 3.3.6]
- (3)3.9 read thermometers and compare results
- (3)3.10 determine possible combinations of coins and bills to equal given monetary amounts [NS 3.3.4]
- (3)3.11 make change with coins and bills in problem solving and real-world situations
- (3)3.12 read, write, and use money notation [NS 3.3.4]
- (3)3.13 solve problems involving measurements

Spatial Relationships and Geometry

It is expected that students will:

- (3)4.1 describe, sketch, compare, and contrast plane geometric figures [NS 4.3.1]

MATHEMATICS GRADE THREE (Continued)

- (3)4.2 describe, sketch, model, build, compare, and contrast two- and three-dimensional geometric figures [NS 4.3.4]
- (3)4.3 identify and draw open and closed curves
- (3)4.4 describe and sketch intersecting and parallel lines
- (3)4.5 identify lines of symmetry
- (3)4.6 demonstrate and describe the transformation (motion) of geometric figures as a slide, turn (rotation), or a flip [NS 4.3.2]
- (3)4.7 identify a figure after transformation (flips, turns, slides)
- (3)4.8 describe results of combining and subdividing shapes
- (3)4.9 recognize and describe similar and congruent figures

Data Analysis

It is expected that students will:

- (3)5.1 collect, organize, display, and describe simple data from surveys and experiments using number lines, pictographs, bar graphs, and frequency tables [NS 5.3.1]
- (3)5.2 read and interpret displays of data; draw conclusions from charts, tables, and graphs to solve problems
- (3)5.3 use concepts of probability such as equal, best, impossible, unlikely, likely, and certain to make predictions about future events [NS 5.3.2]
- (3)5.4 conduct simple probability experiments using spinners, number cubes, and random drawings

Problem Solving

It is expected that students will:

- (3)6.1 select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts [NS 6.1]
- (3)6.2 apply previous experience and knowledge to new problem-solving situations [NS 6.2]
- (3)6.3 formulate own problems; use various approaches to investigate and solve problems [NS 6.3]
- (3)6.4 explain and verify results with respect to the original problem [NS 6.4]
- (3)6.5 try more than one strategy when the first strategy proves to be unproductive [NS 6.6]
- (3)6.6 apply solutions and strategies from earlier problems to new problem situations [NS 6.8]
- (3)6.7 use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration) [NS 6.12]

Mathematical Communication

It is expected that students will:

- (3)7.1 discuss and exchange ideas about mathematics as a part of learning [NS 7.1]
- (3)7.2 use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems [NS 7.2]

MATHEMATICS GRADE THREE (Continued)

- (3)7.3 identify and translate key words and phrases that imply mathematical operations [NS 7.5]
- (3)7.4 use physical materials, models, pictures, or writing to represent and communicate mathematical ideas [NS 7.7]
- (3)7.5 explain and justify thinking about mathematical ideas and solutions [NS 7.10]
- (3)7.6 use everyday language to explain thinking about strategies and solutions to mathematical problems [NS 7.16]
- (3)7.7 express mathematical ideas and use them to define, compare, and solve problems orally and in writing [NS 7.17]
- (3)7.8 use mathematical notation to communicate and explain mathematical situations [NS 7.18]

Mathematical Reasoning

It is expected that students will:

- (3)8.1 justify and explain the solutions to problems using manipulative and physical models [NS 8.1]
- (3)8.2 use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems [NS 8.4]
- (3)8.3 ask questions to reflect on, clarify, and extend thinking [NS 8.8]
- (3)8.4 review and refine the assumptions and steps used to derive conclusions in mathematical arguments [NS 8.9]
- (3)8.5 determine relevant, irrelevant, and/or sufficient information to solve mathematical problems [NS 8.11]

Mathematical Connections

It is expected that students will:

- (3)9.1 link new concepts to prior knowledge [NS 9.1]
- (3)9.2 use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics [NS 9.2]
- (3)9.3 identify practical applications of mathematical principles that can be applied to other disciplines [NS 9.5]
- (3)9.4 apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science) [NS 9.6]
- (3)9.5 identify, explain, and use mathematics in everyday life [NS 9.8]

MUSIC GRADE THREE

STANDARDS

Grades K-5

By the end of fifth grade:

1. Students sing, alone and with others, a varied repertoire of music.
2. Students perform on instruments, alone and with others, a varied repertoire of music.
3. Students improvise melodies, variations, and accompaniments.
4. Students compose and arrange music within specified guidelines.
5. Students read and notate music.
6. Students listen to, analyze, and describe music.
7. Students evaluate music and music performances.
8. Students understand relationships between music, the other arts, and disciplines outside the arts.
9. Students understand music in relation to history and culture.

Grade Three

To meet these standards, third grade students will:

- demonstrate pulse and rhythmic patterns in various meters
- speak/sing a variety of song repertoire with accuracy
- read and notate rhythmic/melodic patterns using standard musical notation
- recognize a variety of forms
- perform two- and three-part rounds and scores
- perform using unpitched percussion, barred instruments, and soprano recorder
- use accurate musical vocabulary
- improvise answers to rhythmic questions
- demonstrate the skills of a music listener and a music-maker

MUSIC GRADE THREE (Continued)

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

Rhythm

It is expected that students will:

- (3)1.1 demonstrate the pulse/beat of duple (2/4, 4/4, 6/8) and triple meter (3/4)
- (3)1.2 demonstrate patterns using rhythmic values (♩, ♪, ♫, ♩, ♩, ♩)
- (3)1.3 demonstrate organized dance vocabulary

Melody

It is expected that students will:

- (3)2.1 demonstrate vocal tone production
- (3)2.2 demonstrate melodic patterns with hand signals and syllables (Sol-Mi-La-Do-Re-Do')
- (3)2.3 demonstrate a variety of repertoire songs in cultural/historical context including singing games, cumulative, patriotic, seasonal, multicultural, and folk songs
- (3)2.4 demonstrate the relationship between the size of the sound source/instrument and its pitch
- (3)2.7 demonstrate melodic contour
- (3)2.8 demonstrate skips/steps/repeats
- (3)2.9 demonstrate scale patterns
- (3)2.10 identify the musical alphabet and its placement on the treble clef
- (3)2.11 demonstrate correct fingering and proper tone production of B-A-G on the soprano recorder including using the hand staff and treble clef notation

Harmony

It is expected that students will:

- (3)3.1 demonstrate tonality differences including major/minor and chord changes
- (3)3.2 demonstrate ostinati patterns
- (3)3.3 demonstrate two- and three-part rounds
- (3)3.4 demonstrate a two-part rhythmic score
- (3)3.5 demonstrate correct mallet technique
- (3)3.6 demonstrate the simple chord bordun
- (3)3.7 demonstrate the broken bordun
- (3)3.8 demonstrate the crossover bordun

MUSIC GRADE THREE (Continued)

Form

It is expected that students will:

- (3)4.2 demonstrate AB and ABA form
- (3)4.3 demonstrate introduction and coda
- (3)4.4 demonstrate rondo form
- (3)4.5 demonstrate the interlude

Expressive Qualities

It is expected that students will:

- (3)5.1 explore the space through creative movement
- (3)5.2 demonstrate contrasts in tempo
- (3)5.3 demonstrate contrasts in dynamics
- (3)5.4 demonstrate contrasts in timbre
- (3)5.5 explore the music of many cultures including style, instruments, and traditions
- (3)5.6 demonstrate unpitched percussion technique
- (3)5.7 demonstrate the following symbols: piano, forte, fermata, accent, and D.C. al Fine
- (3)5.8 identify the orchestral percussion and recorder families

PHYSICALEDUCATION GRADETHREE

STANDARDS

Grades K-5

By the end of fifth grade:

1. Students demonstrate competency in many movement forms and proficiency in selected movement forms.
2. Students apply movement elements, concepts, and principles to the learning and development of motor skills and dance.
3. Students achieve and maintain a health-enhancing level of physical fitness.
4. Students understand choreographic principles, processes, and structures.
5. Students understand movement as a way to create and communicate meaning.
6. Students apply and demonstrate critical and creative thinking skills in movement.
7. Students demonstrate understanding and respect for physical activity and dance in various cultures and historical periods.
8. Students make connections between movement and other disciplines.
9. Students demonstrate responsible personal and social behavior in physical activity settings.
10. Students understand that physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

Grade Three

To meet these standards, third grade students will:

- use a variety of refined object movement skills and locomotor/nonlocomotor patterns, alone and in combination, while moving safely and purposefully through space
- apply movement concepts and successfully create and perform movement sequences
- participate in activities designed to enhance, monitor, and maintain physical fitness
- demonstrate an understanding of the social and personal responsibility associated with participation in physical activity

PHYSICAL EDUCATION GRADE THREE (Continued)

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

Object Movement Skills

It is expected that students will:

- (3)1.1 throw a ball with two hands using weight transfer (e.g., soccer throw-in, bounce pass)
- (3)1.2 throw an object with one hand, underhand, while stepping with the opposite foot
- (3)1.3 throw an object with one hand, overhand, with opposition and force
- (3)1.4 catch various objects above and below the waist using proper techniques
- (3)1.6 dribble a ball with the dominant and non-dominant hand
- (3)1.7 roll a ball with one hand with appropriate force and accuracy
- (3)1.8 strike a moving ball underhand and overhand
- (3)1.9 strike an object with an implement (e.g., paddle, racquet, bat)
- (3)1.10 develop foot-eye coordination by moving feet in various complex patterns: pathways, obstacles, hopscotch
- (3)1.11 kick, pass, and trap a ball with the dominant and non-dominant foot
- (3)1.12 dribble a ball with the feet around various obstacles
- (3)1.13 continuously jump a rope turned by others
- (3)1.14 continuously jump and turn an individual rope
- (3)1.15 create simple games using various motor skills
- (3)1.16 participate in activities from diverse cultural and ethnic origins
- (3)1.17 utilize a language vocabulary for object movement activities

Locomotor and Nonlocomotor Movement Skills

It is expected that students will:

- (3)2.1 perform basic locomotor movements with a partner
- (3)2.2 perform basic nonlocomotor movements with a partner
- (3)2.3 move safely and with control through the general space
- (3)2.4 identify and use body parts in relation to movement
- (3)2.5 demonstrate an understanding of directions through movement: right, left, clockwise, counterclockwise
- (3)2.6 demonstrate partial support balances with a partner
- (3)2.7 demonstrate transfer of weight movements
- (3)2.8 combine and sequence weight transfer movements and balances
- (3)2.9 utilize a language vocabulary for locomotor and nonlocomotor movement activities

PHYSICAL EDUCATION GRADE THREE (Continued)

Expressive Movement

It is expected that students will:

- (3)3.1 explore space as an element of movement with a partner: place, focus, pathway
- (3)3.2 explore force as an element of movement with a partner: percussive/sustained (sharp/smooth), bound/free (tight/loose)
- (3)3.3 explore time as an element of movement with a partner: speed, duration
- (3)3.4 create and perform, with a partner, a movement sequence with a beginning, middle, and end
- (3)3.6 perform various movement patterns to a steady beat
- (3)3.7 use a prop to a steady beat in a stationary position
- (3)3.9 perform organized dances including folk dances from diverse cultural and ethnic origins
- (3)3.10 utilize a language vocabulary for expressive movement

Physical Fitness

It is expected that students will:

- (3)4.1 participate in a variety of activities that develop the physical fitness components: aerobic endurance, flexibility, muscular endurance muscular strength
- (3)4.2 discuss the components of physical fitness
- (3)4.3 demonstrate knowledge of factors affecting physical fitness (e.g., exercise, nutrition)
- (3)4.4 identify the health-related implications of each physical fitness component
- (3)4.5 demonstrate techniques for personal fitness assessment (e.g., sit-ups, sit and reach test) and use technology and/or appropriate tools to record fitness data
- (3)4.6 utilize a language vocabulary for physical fitness

Responsibility and Cooperation

It is expected that students will:

- (3)5.1 apply classroom rules, procedures, and safe practices with limited teacher reinforcement
- (3)5.3 demonstrate respect, teamwork, and sportsmanship
- (3)5.4 work independently and on task for short periods of time
- (3)5.5 work cooperatively with a partner to complete an assigned task

SCIENCE GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

- 1.0 **Forces and Motion** - Students understand that forces such as gravitational, electrical, and magnetic influence the motion of objects.
- 2.0 **Structure and Properties of Matter** - Students understand that materials have distinct properties which depend on the amount of matter present, its chemical composition, and structure.
- 3.0 **Energy and Matter: Interactions and Forms** - Students understand that changes in temperature and pressure can alter states of matter. Energy exists in many forms, and one form can change into another.
- 4.0 **Chemical Reaction** - Students understand that chemical reactions change substances into different substances.
- 5.0 **Nuclear and Electromagnetic Energy** - Students understand that nuclear energy and electromagnetic energy are produced from both natural and human-made sources in many forms.
- 6.0 **Structure and Function** - Students understand that all life forms, at all levels of organization, use specialized structures and similar processes to meet life's needs.
- 7.0 **Internal and External Influences on Organisms** - Students understand that organisms respond to internal and external influences.
- 8.0 **Heredity and Diversity** - Students understand that life forms are diverse and that they pass some characteristics to their offspring.
- 9.0 **Evolution - The Process of Biological Change** - Students understand that life forms change over time.
- 10.0 **Earth Structures and Composition** - Students understand that the Earth is composed of interrelated systems of rocks, water, air, and life.
- 11.0 **Earth Models** - Students understand that the Earth may be represented by a variety of maps and models.
- 12.0 **Earth History** - Students understand that Earth systems (such as weather and mountain formation) change or vary.
- 13.0 **Cycles of Matter and Energy** - Students understand that Earth systems have a variety of cycles through which energy and matter continually flow.
- 14.0 **The Solar System and the Universe** - Students understand that the Earth is part of a planetary system within the Milky Way Galaxy, which is part of the known universe.

SCIENCE GRADE THREE (*Continued*)

- 15.0 **Ecosystems** - Students demonstrate an understanding that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the life forms and the physical components of the Earth.
- 16.0 **Natural Resources** - Students demonstrate and understand that natural resources include renewable and non-renewable materials and energy. All organisms, including human, use resources to maintain and improve their existence, and the use of resources can have positive and negative consequences.
- 17.0 **Conservation** - Students understand that humans have the unique ability to change personal and societal behavior based on ethical considerations regarding other organisms, the planet as a whole, and future generations.
- 18.0 **Scientific, Historical, and Technological Perspectives** - Students understand that humans have the unique ability to change personal and societal behavior based on ethical considerations regarding other organisms, the planet as a whole, and future generations.*
- 19.0 **Reasoning and Critical Response Skills** - Students understand that many decisions require critical consideration of scientific evidence.
- 20.0 **Systems, Models, Risk, and Predictions** - Students understand that a variety of models can be used to describe or predict things and events.
- 21.0 **Scientific Values and Attitudes** - Students understand that science is an active process of systematically examining the natural world.
- 22.0 **Communication Skills** - Students understand that a variety of communication methods can be used to share scientific information.
- 23.0 **Scientific Applications of Mathematics** - Students understand that scientific inquiry is enhanced and often communicated by using mathematics.
- 24.0 **Laboratory Skills and Safety** - Students can appropriately and safely apply the tools and techniques of scientific inquiry.

* This standard is from the approved **Nevada Science Content Standards**. However, this statement is the same as the 17.0 standard. Needed corrections and/or changes will be made by designated state entities and forwarded to districts by the Nevada Department of Education.

SCIENCE GRADE THREE (*Continued*)

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

Physical Science

It is expected that students will:

- (3)1.1 apply unbalanced forces (a push or pull) to cause objects to change their motion (e.g., speed, direction, or both) [NS 1.3.1]
- (3)1.2 investigate and describe the ways that different objects may balance in various situations [NS 1.3.2]
- (3)1.3 manipulate hammers and nails, screwdrivers and screws, scissors, and other simple tools [NS 1.3.3]
- (3)1.4 investigate changes of state of matter (solids, liquids, gases)
- (3)1.5 describe objects in terms of their observable properties (e.g., state of matter, size, shape, color, texture) [NS 2.3.1]
- (3)1.6 sort and classify objects according to observable properties (e.g., size, weight, shape, color) [NS 2.3.2]
- (3)1.7 describe how hot or cold an object is by expressing its temperature [NS 3.3.1]
- (3)1.8 investigate and explain that ice will melt and water will disappear if allowed to stand in an open container [NS 3.3.2]
- (3)1.9 determine and describe how sound is produced
- (3)1.10 compare and describe how sound travels through different materials (e.g., solids, air)

Life Science

It is expected that students will:

- (3)2.1 investigate and describe how plants and animals have life cycles and require food, water, air, and space [NS 6.3.1]
- (3)2.2 investigate, compare, and contrast identifiable characteristics of plants and animals [NS 6.3.2]
- (3)2.3 investigate and describe how plants and animals require certain conditions to survive [NS 6.3.3]
- (3)2.4 investigate and describe how various living things behave differently under diverse conditions [NS 7.3.1]
- (3)2.5 describe the ways plants and animals adapt to their changing environments
- (3)2.6 explain that if germs are able to get inside one's body, they may keep it from working properly [NS 7.3.4]
- (3)2.7 investigate and describe ways that offspring may resemble parents and siblings may resemble each other [NS 8.3.1]
- (3)2.8 investigate and describe how some living things are alike in their appearance and behaviors; others are not [NS 8.3.2]
- (3)2.9 explain that many different kinds of living things exist on Earth [NS 9.3.1]
- (3)2.10 explain how particular features of plants and animals help them live in different kinds of places [NS 9.3.2]

SCIENCE GRADE THREE (Continued)

Earth and Space Sciences

It is expected that students will:

- (3)3.1 investigate and describe how the Earth is composed of different kinds of materials (e.g., rocks and soils, water, and the atmosphere) [NS 10.3.1]
- (3)3.2 compare, test, measure, record, and describe observable properties of rocks and minerals
- (3)3.3 describe how the Earth is composed of different landforms [NS 10.3.2]
- (3)3.4 investigate and describe how the Earth is nearly spherical and covered with more water than land [NS 10.3.3]
- (3)3.5 investigate and describe the water cycle
- (3)3.6 describe that directions on the Earth can be represented by north, south, east, and west [NS 11.3.1]
- (3)3.7 locate the state of Nevada on a United States map [NS 11.3.2]
- (3)3.8 locate Las Vegas, Nevada on a Nevada state map [NS 11.3.2]
- (3)3.9 investigate and describe how some changes are so slow (e.g., seasons) or so fast (e.g., lightning strikes) that they are hard to see [NS 12.3.1]
- (3)3.10 investigate and explain that things that give off light also often give off heat [NS 13.3.1]
- (3)3.11 observe, record and describe seasonal differences using words, numbers, and drawings [NS 13.3.2]
- (3)3.12 investigate and explain that water can be a liquid or a solid and can go back and forth from one form to the other [NS 13.3.3]
- (3)3.13 identify the sun, moon, stars, and the Earth as components of our solar system [NS 14.3.1]
- (3)3.14 explain that there are more stars in the sky than anyone can easily count [NS 14.3.3]

Environmental Sciences

It is expected that students will:

- (3)4.1 investigate and describe how animals and plants that live in different places have similarities and differences [NS 15.3.1]
- (3)4.2 investigate and describe the interactions of organisms within an ecosystem [NS 15.3.2]
- (3)4.3 explain that natural resources are used for many purposes [NS 16.3.1]
- (3)4.4 describe how humans have obtained natural resources for thousands of years through farming, mining, and hunting and gathering [NS 16.3.2]
- (3)4.5 identify ways to conserve natural resources
- (3)4.6 explain that many materials can be recycled and used again, sometimes in different forms [NS 17.3.1]
- (3)4.7 investigate and describe how patterns of change may be observable and predictable [NS 17.3.2]

SCIENCE GRADE THREE (Continued)

The Nature and History of Science

It is expected that students will:

- (3)5.1 explain that science is a process that involves observing and asking questions about the natural world and seeking answers to those questions [NS 18.3.1]
- (3)5.2 explain that accurate descriptions in science are important because they enable people to compare their observations with those of others [NS 18.3.2]
- (3)5.3 recognize that science engages men and women of all ages and background [NS 18.3.3]
- (3)5.4 give examples of the benefits of working with a team and sharing findings [NS 18.3.4]
- (3)5.5 explain that tools are used to do things better or more easily (e.g., observe, measure, and make things) and to do some things that could not be done at all (e.g., see things that are too small to be seen unaided) [NS 18.3.5]
- (3)5.6 compare a model with what it represents (e.g., a model of the Earth to the Earth itself) [NS 20.3.1]
- (3)5.7 identify observable patterns and predict future events based on those patterns (e.g., seasonal weather patterns) [NS 20.3.2]
- (3)5.8 demonstrate that when parts of objects or systems are put together, the combined parts can do things that they could not have done by themselves [NS 20.3.3]

Scientific Inquiry: Processes and Skills

It is expected that students will:

- (3)6.1 observe and raise questions about the world, then seek answers through investigations and experiments [NS 21.3.1]
- (3)6.2 conduct investigations and experiments independently, with a partner, or with a small group
- (3)6.3 identify and gather tools and materials needed in an investigation [NS 24.3.3]
- (3)6.4 record observations of investigations over time in a science notebook/journal (e.g., changes in an aquarium or terrarium) [NS 21.3.2]
- (3)6.5 follow verbal or written instructions to complete a procedure [NS 22.3.1]
- (3)6.6 develop and communicate descriptions, explanations, and predictions, based on evidence
- (3)6.7 create illustrations, graphs, and charts to convey ideas and record observations [NS 22.3.2]
- (3)6.8 cooperate and contribute ideas within a group [NS 22.3.3]
- (3)6.9 estimate numerical answers to problems before calculating [NS 23.3.3]
- (3)6.10 determine whether measurements and descriptions are reasonably accurate [NS 23.3.5]
- (3)6.11 use equipment properly and safely in all science activities [NS 24.3.1]
- (3)6.12 keep a record of observations and measurements taken over time [NS 24.3.4]
- (3)6.13 generate new questions based on results of investigations

SOCIAL STUDIES GRADE THREE

STANDARDS

Grades K-5

By the end of fifth grade:

1. Students use maps, globes, and other geographic tools and technologies to locate and acquire information about people, places, and environments.
2. Students apply knowledge of people, places, and environments to understand the past and the present and to plan for the future.
3. Students describe the general chronological organization of history and know how to organize major events and people to explain historical relationships.
4. Students understand that societies are diverse and have changed over time.
5. Students identify and describe people and events that have shaped the history of Nevada.
6. Students know the basic characteristics of economic systems.
7. Students describe the role of representative government in the school, community, state, and nation.
8. Students know the functions and role of law which sustain a democracy.
9. Students know the United States is part of an interconnected world.

Grade Three

To meet these standards, third grade students will:

- identify the characteristics and purposes of maps, globes, and other geographic tools
- read and interpret information from photographs, maps, globes, graphs, models, and computer programs
- locate Nevada and the United States on world maps and globes
- understand the concept of prices and the interaction of supply and demand in a market economy
- identify career opportunities in the local community
- create timelines to describe major people and events in American history
- identify classroom and school rules that guide behavior and establish order
- explain why governments are established (e.g., promoting order and common welfare)
- identify the Constitution as a written document setting forth the fundamental purposes of American government
- identify and locate on a map nations in the world that interact with the United States

SOCIAL STUDIES GRADE THREE (Continued)

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

Geography

It is expected that students will:

- (3)1.1 locate the United States and Las Vegas, Nevada on world maps and globes
- (3)1.2 locate and describe hemispheres, continents, and oceans on maps and globes
- (3)1.3 locate major lines of latitude and longitude
- (3)1.4 compare uses of globes and maps
- (3)1.5 use various legends (keys) on maps to identify cities, states capitals, natural resources, and industries
- (3)1.6 use timelines, photographs, charts, graphs, and tables to analyze geographic information
- (3)1.7 compare and contrast different types of communities (e.g., urban, suburban, and rural areas)
- (3)1.8 describe ways humans depend on and modify natural resources

History

It is expected that students will:

- (3)2.1 describe life in early American communities (e.g., Jamestown, Plymouth, St. Augustine, Santa Fe, San Diego)
- (3)2.2 discuss various types of transportation and communication used throughout the history of the United States
- (3)2.3 describe examples of patriotism in American history
- (3)2.4 discuss various presidents of the United States
- (3)2.5 create timelines that show people and events in sequence using days, weeks, months, years, decades, and centuries

Economics/Career Awareness

It is expected that students will:

- (3)3.1 develop an awareness of basic economic concepts: limited resources, monetary systems, price, scarcity, work, opportunity cost
- (3)3.2 describe the barter system
- (3)3.3 describe different kinds of money from various cultures
- (3)3.4 compare and contrast different types of jobs within the community
- (3)3.5 identify community workers who are producers of goods and those who provide services
- (3)3.6 discuss occupations in the community and the job requirements for each

SOCIAL STUDIES GRADE THREE (Continued)

Citizenship/Law

It is expected that students will:

- (3)4.1 identify reasons why communities require laws
- (3)4.2 describe the roles of the mayor, city council, and various community services (e.g., school, library, police, fire department, post office)
- (3)4.3 describe qualities of an effective leader
- (3)4.4 describe elements of participatory citizenship (e.g., nominations, voting, elections)
- (3)4.5 demonstrate awareness of the rights and property of others
- (3)4.6 complete tasks independently
- (3)4.7 work cooperatively in groups
- (3)4.8 participate in group decision-making activities
- (3)4.9 recognize differences of opinion
- (3)4.10 evaluate the causes and effects of problems
- (3)4.11 identify methods of problem resolution
- (3)4.12 identify appropriate ways to resolve conflicts

Global Awareness

It is expected that students will:

- (3)5.1 describe various cultural influences represented in the community
- (3)5.2 describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture
- (3)5.3 describe how citizenship and the roles of individuals vary between and among cultures
- (3)5.4 develop awareness of the on-going interactions between the United States and other countries (e.g., Olympics, United Nations)
- (3)5.5 develop awareness that other countries have different types of leaders and governments

TECHNOLOGY GRADE THREE

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES _____

LEARNING ABOUT EDUCATIONAL TECHNOLOGIES

Computer Technology

It is expected that students will:

- (3) 1.1 identify parts of the computer
- (3) 1.2 use technological learning tools safely and appropriately
- (3) 1.3 demonstrate proper keyboarding skills
- (3) 1.4 demonstrate proper navigation of the desktop, which includes:
 - a. appropriate cursor movement
 - b. opening and closing
 - c. proper use of the task bar and other buttons and functional icons
 - d. appropriate use of command buttons, text boxes, list boxes, and check boxes
- (3) 1.5 demonstrate proper management of files and folders, which includes:
 - a. viewing
 - b. creating
 - c. renaming
 - d. moving
 - e. copying
 - f. deleting
- (3) 1.6 follow proper sequence to run programs and accessories, which includes:
 - a. starting and exiting programs and accessories
 - b. switching between multiple programs
- (3) 1.7 demonstrate sharing of data among a variety of programs through copying, linking, and/or embedding text and graphical objects
- (3) 1.8 properly manage, maintain, and care for technological learning tools

Other Technologies

It is expected that students will:

- (3) 2.1 identify basic parts of a variety of technological learning tools
- (3) 2.2 use technological learning tools safely and appropriately
- (3) 2.3 follow proper sequence to run technological learning tools
- (3) 2.4 demonstrate proper care and handling of equipment (computers, projection devices, scanners, copiers, cameras, video, and audio equipment)

TECHNOLOGY GRADE THREE (*Continued*)

PRODUCTIVITY

It is expected students will:

- (3) 3.1 use technologies as educational tools in all content areas
- (3) 3.2 use technologies independently and collaboratively
- (3) 3.3 identify technological learning tools appropriate to the task
- (3) 3.4 understand commands, procedures, and management of multimedia
- (3) 3.5 understand and demonstrate the exchange of data with other applications
- (3) 3.6 create and edit projects:
 - a. **Desktop Publishing**
 - type simple sentences using a word processor
 - understand and demonstrate use of word processing reference tools (spell check, grammar check, dictionary, thesaurus, etc.)
 - use cut, copy, paste, save, open, formatting and printing to edit a word processed document
 - use formatting tools to change or modify a word processed document
 - insert graphics into a word processed document
 - b. **Graphics**
 - use a basic drawing program to include preprogrammed graphics (inserting, selecting, sizing, cropping, editing, importing, exporting)
 - demonstrate use and function of drawing tools
 - combine programmed images into graphics
 - c. **Multimedia Presentations**
 - combine graphic screens into a linear presentation
 - create individual slide/screens for a linear presentation
 - insert sound into a linear presentation
 - insert video into a linear presentation
 - create a non-linear presentation using hypermedia for navigation
 - d. **Databases**
 - identify parts of a database
 - format database
 - identify data to be included
 - enter and edit data
 - e. **Spreadsheets**
 - identify parts of a spreadsheet
 - enter and edit
 - create graphs and charts

INFORMATION PROCESSING

It is expected that students will:

- (3) 4.1 use technology information processing skills to enhance and extend learning in all areas

TECHNOLOGY GRADE THREE (Continued)

- (3) 4.2 access and process information using appropriate technologies
- (3) 4.3 access and utilize electronic databases to locate and categorize data information
- (3) 4.4 apply critical thinking skills to evaluate the information product
- (3) 4.6 use technology to organize data
 - a. calculate
 - b. collect data
 - c. analyze data
- (3) 4.7 use technology to solve authentic problems
- (3) 4.8 recognize and cite intellectual property

COMMUNICATION

It is expected that students will:

- (3) 5.1 use technological learning tools to enhance and extend learning and achievement through the development of effective communication skills
- (3) 5.2 describe and use required district, school, and classroom procedures for use of technology
- (3) 5.3 demonstrate proper computer etiquette
- (3) 5.4 demonstrate responsible use of communication network applications
- (3) 5.5 demonstrate use of communication capabilities such as electronic mail, conferencing, etc.
- (3) 5.7 understand how local and global networks function