GRADE THREE
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 ANALYSIS AND DECODING

PHONICS, STRUCTURAL ANALYSIS AND 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/PS 1.3.2]

a. vowels
b. consonants
c. digraphs (ea, oo, au/aw, ow/ou, ei/ie)
d. diphthongs (ou/ow), (oi/oy), (ew)
e. r-controlled (ar, er, ir, or, ur)
f. silent letters (kn, wr, sc, mb, gh, dge)
(3)1.2 use knowledge of word families and structural elements to read fluently and to determine the meaning of unfamiliar multi-syllabic words in context [NS/PS 1.3.2]

(3)1.3 use knowledge of structural analysis to determine the meaning of words in context [NS/PS 1.3.3]
   a. regular plurals
   b. singular/plural possessives
   c. comparatives/superlatives
   d. prefixes/suffixes
   e. root (base) words

(3)1.4 identify and use knowledge of multiple meaning words, compound words, synonyms, antonyms, homophones, homographs, and content area words to expand vocabulary and understand text [NS/PS 1.3.5; PS 1.3.A3]

(3)1.5 use dictionaries and glossaries to determine the meanings and other features of unknown words [NS/PS 1.3.4]

(3)1.6 identify and use knowledge of diphthongs when reading [NS 1.3.4]

(3)1.7 use patterns to spell correctly [PS 1.3.A1]
   a. blends
   b. digraphs
   c. vowel patterns
   d. vowel/consonant combinations
   e. double consonants
   f. variations of common consonant sounds
   g. silent consonants

(3)1.8 use structure rules to spell correctly
   a. plurals using s, es, ies, ves
   b. adding –ed and –ing
   c. adding prefixes and suffixes

(3)1.9 use spelling strategies to spell correctly
   a. onset/rime
   b. syllabication [PS 1.3.A2]
   c. pronunciation
   d. initial, medial, and final sounds

(3)1.10 read texts aloud with fluency, accuracy, appropriate intonation, and expression; read high frequency words to build fluency (see fluency chart, Resource Section) [NS/PS 1.3.1]

VOCABULARY

It is expected that students will:

(3)1.11 develop vocabulary by listening to and discussing selections read aloud

(3)1.12 develop vocabulary through meaningful experiences (e.g. wide reading, discussion of word meanings, interactive activities, examples and non-examples)

(3)1.13 use sentence and word context to find the meaning of unknown words

(3)1.14 demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g. dog/mammal/animal/living things)
ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

READING COMPREHENSION - PROCESS SKILLS AND STRATEGIES

It is expected that students will:

(3)2.1 identify and use pre-reading, during, and post-reading strategies to improve comprehension
   [NS 2.3.1]
   a. access prior knowledge
   b. make predictions
   c. preview text
   d. set a purpose
   e. make connections to personal experiences and knowledge
   f. connect, compare, and contrast the story elements in text
   g. discuss authors and illustrators

(3)2.2 make and revise predictions about upcoming information [NS/PS 2.3.3]

(3)2.3 respond to and generate questions

(3)2.4 locate words and/or sentences to answer questions

(3)2.5 determine importance in stories
   a. recall essential points in the text while reading [NS/PS 2.3.3]
   b. recall sequence of events
   c. identify purpose
   d. recall the main idea of text while reading

(3)2.6 form mental pictures before, during, and after reading

(3)2.7 draw inferences using prior knowledge, textual information, and pictures

(3)2.8 retell the main idea of text (synthesize)

(3)2.9 interpret information in new contexts [PS 2.3.A1]

(3)2.10 use self-correcting strategies to gain meaning from text [NS 2.3.2]
   a. use phonics skills to decode words
   b. know when meaning is lost
   c. use self-questioning
   d. use context clues
   e. reread

(3)2.11 use knowledge of familiar vocabulary words to comprehend

(3)2.12 demonstrate fluency
   a. read orally with ease and expression
   b. read with appropriate rate and accuracy
   c. adjust reading rate to suit difficulty of text [NS 2.3.5]

(3)2.13 restate facts and details in text to share information and organize ideas [NS/PS 2.3.4]
   a. story map
   b. semantic map
   c. web
   d. chart
   e. graph
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 setting and character’s traits; make predictions about plot; and check text for verification [NS/PS 3.3.2]
(3)3.3 compare plots, settings, characters, and points-of-view in a variety of works 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/PS 3.3.4]
(3)3.5 identify simile, metaphor, onomatopoeia, and hyperbole in text; interpret non-literal language [NS 3.3.5; PS 3.3.A1]
(3)3.6 read and identify a variety of selections [NS/PS 3.3.7]
   a. stories
   b. plays
   c. poetry
d. fables
   e. biographies/autobiographies
   f. interviews
g. magazines/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

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/PS 4.3.1]
   a. titles
   b. tables of contents
c. chapter headings
d. glossaries
e. indexes
   f. diagrams
g. charts/maps
(3)4.2 distinguish between cause/effect, fact/opinion, and main idea/supporting details in text [NS/PS 4.3.2]
ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

(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 text and support it with textual evidence and experience [NS/PS 4.3.4]

(3)4.5 read and follow three and four-step directions to complete a simple task [NS/PS 4.3.6]

WRITING - COMPOSITION

It is expected that students will:

(3)5.1 participate in daily writing activities (e.g. journals, learning logs, reports)

(3)5.2 locate, acknowledge, and use at least three sources to write an informative paper [NS/PS 5.3.1]

(3)5.3 write friendly letters, formal letters, thank you letters, and invitations which address audience concerns, stated purpose, and context and which include the date, proper salutation, body, closing, and signature [NS/PS 5.3.2]

(3)5.4 write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes relevant details that develop the plot [NS 5.3.3]

(3)5.5 write responses to literature, drawing upon experiences through the use of journals and learning logs [NS/PS 5.3.4]

(3)5.6 write compositions that retell events of a story in sequence [NS 5.3.5]

(3)5.7 write short expository texts [NS 5.3.6]

WRITING - PROCESS

It is expected that students will:

(3)6.1 use the writing process
   a. prewriting
   b. drafting
   c. revising
   d. editing
   e. publishing

(3)6.2 use the analytic writing traits
   a. ideas
   b. organization
   c. voice
   d. word choice
   e. sentence fluency
   f. conventions

(3)6.3 generate possible ideas for future writing through group activities such as brainstorming and discussions [NS 6.3.1]

(3)6.4 organize ideas using graphic organizers such as a web or Venn diagram, and through activities such as sequencing and classifying [NS 6.3.2]

(3)6.5 write simple compositions and persuasive essays which address a main idea with supporting details [NS/PS 6.3.3]
ENGLISH LANGUAGE ARTS/READING GRADE THREE (continued)

(3)6.6 revise drafts, using an established rubric, to improve the coherence and logical progression of ideas [NS 6.3.4]
(3)6.7 edit for use of standard English [NS 6.3.5]
(3)6.8 produce writing with voice for given audiences [NS 6.3.6]
(3)6.9 share writing with others, listen to responses, and consider making 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/PS 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
  g. irregular plurals
  h. comparative and superlative adjectives

(3)7.2 demonstrate understanding of and write complete declarative, interrogative, imperative, and exclamatory sentences [NS/PS 7.3.2]

(3)7.3 identify appropriate word order in sentences [PS 7.3.A1]

(3)7.4 identify and correct run-on sentences and fragments [PS 7.3.A1]

(3)7.5 use quotation marks in dialogue [NS/PS 7.3.3]

(3)7.6 punctuate items in a series, city and state, dates, and titles of books [NS/PS 7.3.3]

(3)7.7 use rules of capitalization [NS/PS 7.3.4]
  a. pronoun “I”
  b. proper nouns
  c. titles
  d. initials
  e. greeting and closing of a friendly letter
  f. sentences

(3)7.8 use correct spelling of words [NS/PS 7.3.5]
  a. affixes
  b. contractions
  c. compounds
  d. common homophones (e.g., bear-bare)

(3)7.9 create readable and legible compositions [NS 7.3.6]
  a. form cursive letters correctly
  b. adhere to margins
  c. use correct spacing between letters in a word and words in a sentence
LISTENING

It is expected that students will:

(3)8.1 retell and explain what has been said by a speaker [NS/PS 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 recognize that language and sayings reflect regions and cultures [NS 8.3.3]
(3)8.4 follow three- and four-step oral directions to complete a simple task [NS/PS 8.3.4]

SPEAKING

It is expected that students will:

(3)9.1 use specific vocabulary and apply standard English to communicate ideas [NS/PS 9.3.1]
(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/PS 9.3.3]
(3)9.4 read aloud and recite prose and poetry with fluency, rhythm, pace, 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/PS 9.3.5]

DISCUSSION

It is expected that students will:

(3)10.1 speak and listen attentively in conversations and group discussions [NS/PS 10.3.1]
(3)10.2 ask pertinent questions; respond to questions with relevant details [NS/PS 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/PS 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/PS 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/PS 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
GOALS

The goals of the third grade “Español para ti” Video/DVD 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/DVD program is based on the principles of spiral learning which states 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 presents new vocabulary, structures, and cultural concepts.

When listening, the children will augment basic vocabulary, structures, and expressions essential for everyday communication. When speaking, the children will respond to more simple questions, statements and commands using words, phrases, songs, and in some instances, short sentences. For the study of culture, 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/DVD Guide provides a complete overview of the third grade Spanish curriculum which includes: listening, speaking, and cultural objectives for every 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

Nevada Grades K-12 Content Standards
1.0 Students will comprehend concepts related to health promotion/disease prevention.
2.0 Students will demonstrate the ability to access valid health information and health-promoting products and services.
3.0 Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
4.0 Students will analyze the influence of culture, media, technology, and other factors on health.
5.0 Students will demonstrate the ability to use interpersonal communication skills to enhance health.
6.0 Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.
7.0 Students will demonstrate the ability to advocate for personal, family, and community health.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PERSONAL HEALTH AND FITNESS
It is expected that students will:
(3)1.1 identify indicators of mental, emotional, social, and physical health during childhood [NS 1.3.1]
(3)1.2 describe where to go and what to do in an unsafe situation [NS 3.3.1]
(3)1.3 discuss nutrition practices in various cultures around the world [NS 4.3.1]
(3)1.4 demonstrate verbal and non-verbal communication [NS 5.3.1A]
(3)1.5 demonstrate and understand the need for acceptable social skills with others [NS 5.3.1B]
(3)1.6 apply a decision-making process to resolve identified health issues and problems [NS 6.3.1A]
(3)1.7 set an individual health goal and record progress [NS 6.3.1B]

GROWTH AND DEVELOPMENT
It is expected that students will:
(3)2.1 describe the basic structure and function of human body systems (e.g., lungs/respiratory; heart/circulatory) [NS 1.3.2]
(3)2.2 use and identify five senses, matching the appropriate body part to each sense
HEALTH GRADE THREE (continued)

NUTRITION

It is expected that students will:

(3)3.1 understand the concept of a balanced diet and how it relates to good health  [NS 1.3.3]
(3)3.2 classify personal daily intake using the food pyramid as a guide

SUBSTANCE ABUSE PREVENTION

It is expected that students will:

(3)4.1 explain how drugs can affect the way people make decisions and perform tasks (e.g., psychological and physical)  [NS 1.3.4]
(3)4.2 identify and practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs  [NS 3.3.2]
(3)4.3 identify gateway drugs (e.g., alcohol, tobacco, and marijuana) and how they influence one’s health
(3)4.4 identify positive activities in which to engage that are healthy alternatives to using drugs

SAFETY

It is expected that students will:

(3)5.1 recite name, address, and phone number
(3)5.2 explain that childhood injuries can be prevented or treated  [NS 1.3.5]
(3)5.3 identify hazards found in the home, school, and community, and intervention strategies  [NS 3.3.3A]
(3)5.4 demonstrate safe behavior when encountering potentially dangerous objects/weapons (e.g., guns, knives) and unsafe conditions (e.g., flood channels, old buildings)  [NS 3.3.3B]
(3)5.5 discuss procedures for getting help in an emergency when home alone
(3)5.6 identify behaviors exhibited in conflict situations and strategies for mediation  [NS 5.3.2]
(3)5.7 name examples of places to go and people to go to in case of an emergency

DISEASE PREVENTION

It is expected that students will:

(3)6.1 differentiate between communicable and non-communicable diseases (reference NRS 389.065) in relation to common childhood diseases (e.g., colds, asthma, chicken pox)  [NS 1.3.6]
(3)6.2 understand the consequences of positive and negative health behaviors (e.g., exercise, nutrition, relaxation, and sleep)  [NS 2.3.1]
(3)6.3 identify basic skills for managing stress  [NS 3.3.4]
(3)6.4 explain the consequences of individual health care decisions  [NS 6.3.2]
COMMUNITY/CONSUMER HEALTH

It is expected that students will:

(3)7.1 explain that appropriate health care can help prevent premature death, disability, or illness [NS 1.3.7]
(3)7.2 identify health care workers [NS 2.3.2]
(3)7.3 demonstrate basic first aid procedures and responses to common injuries in the home, school, and community [NS 3.3.5]
(3)7.4 explain that media influences decisions on health products and services [NS 4.3.3]
(3)7.5 identify the importance of asking for assistance in making health-related decisions and in setting health goals [NS 6.3.3]
(3)7.6 demonstrate the ability to work cooperatively and productively with others [NS 7.3.1A]
(3)7.7 examine how individuals accept responsibility for taking care of the school [NS 7.3.1B]

ENVIRONMENTAL HEALTH

It is expected that students will:

(3)8.1 describe how physical, social, and emotional environments influence personal health [NS 1.3.8]
STATE OF NEVADA INFORMATION LITERACY STANDARDS

1.0 The student who is information literate accesses information efficiently and effectively.
2.0 The student who is information literate evaluates information critically and competently.
3.0 The student who is information literate uses information accurately and creatively.
4.0 The student who is an independent learner is information literate and pursues information relating to personal interest.
5.0 The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.
6.0 The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.
7.0 The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.
8.0 The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.
9.0 The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

INFORMATION ACCESS

It is expected that students will:

(3)1.1 when faced with an information problem or question, determine whether additional information (beyond one’s own knowledge) is needed to resolve it [NS 1.A.2]; [ELA/PS 2.3.3, 2.3.4, 4.3.1, 4.3.4, 10.3.2]

(3)1.2 explain the differences between accurate and inaccurate information and of complete and incomplete information for decision-making [NS 1.B.2]; [ELA/PS 2.3.4, 4.3.1, 9.3.1, 10.3.4]

(3)1.3 state both broad and specific questions that will help in locating needed information [NS 1.C.2]; [ELA/PS 9.3.1, 10.3.2, 11.3.2]

(3)1.4 brainstorm sources of information that will meet an information need [NS1.D.2]; [ELA/PS 2.3.3, 11.3.2, 11.3.4]
   a. identify and locate library materials using the library catalog and the library classification system
   b. locate library materials by searching by author, title, subject, and keyword on the library catalog
(3)1.5 explain and apply, with teacher’s assistance, a plan to access needed information.
[NS 1.E.2]; [ELA/PS 2.3.4, 4.3.4, 4.3.6, 8.3.4, 9.3.5, 11.3.2]

INFORMATION EVALUATION

It is expected that students will:

(3)2.1 define and give examples of the terms “accuracy,” “relevance,” and “comprehensiveness”
[NS 2.A.1]; [ELA/PS 2.3.A1, 9.3.1]
(3)2.2 distinguish among fact, point of view, and opinion [NS 2.B.2];
[ELA/PS 2.3.4, 4.3.2, 10.3.2, 10.3.4]
(3)2.3 explain why inaccurate, biased and misleading information can lead to faulty conclusions
[NS 2.C.2]; [ELA/PS 2.3.A1, 4.3.4, 9.3.3, 10.3.2]
(3)2.4 analyze information to determine its applicability to a specific information problem or
question [NS 2.D.2]; [ELA/PS 2.3.A1, 4.3.4]
   a. identify, interpret and analyze the qualities of well-written fiction
   b. identify, interpret and analyze the qualities of well-written non-fiction

INFORMATION USE

It is expected that students will:

(3)3.1 organize information in different ways according to the information problem or question
at hand [NS 3.A.2]; [ELA/PS 2.3.4, 5.3.1, 9.3.3, 11.3.2]
(3)3.2 draw conclusions by combining what is already known about a topic with new information
[NS 3.B.2]; [ELA/PS 1.3.4, 2.3.3, 2.3.A1, 2.3.4, 4.3.4]
(3)3.3 use information from a variety of sources to resolve an information problem or question
[NS 3.C.2]; [ELA/PS 1.3.4, 2.3.3, 2.3.A1, 4.3.1, 11.3.2, 11.3.4]
(3)3.4 choose an appropriate format for presenting information based on the information
itself, the audience, and the nature of the information problem or question [NS 3.D.1];
[ELA/PS 2.3.4, 5.3.1, 8.3.4, 9.3.1, 9.3.3]
   a. retell stories with supporting details in sequential order
   b. give a personal reaction to a story in oral, written, or multi-media format

INFORMATION PURSUIT

It is expected that students will:

(3)4.1 generally go beyond one’s own knowledge to seek information on aspects of personal
interest or well-being [NS 4.A.2]; [ELA/PS 2.3.A1, 11.3.2]
(3)4.2 create information products and solutions relating to topics of personal interest
[NS 4.B.2]; [ELA/PS 2.3.4, 4.3.1, 11.3.4, 10.3.1]
LITERATURE APPRECIATION
It is expected that students will:

(3)5.1 choose fiction and other kinds of literature to read, discuss and analyze [NS 5.A.2]; [ELA/PS 3.3.2, 3.3.4, 3.3.7, 3.3.A1, 8.3.1, 10.3.2]
a. compare and contrast different genres of literature including folktales, poetry, fiction and non-fiction
b. compare the works of several award-winning authors and illustrators including Caldecott, Newbery, NYRA, and other award-winning books

(3)5.2 discuss and explain information presented creatively in various formats [NS 5.B.1]; [ELA/PS 3.3.4, 3.3.A1, 5.3.4, 9.3.1, 9.3.3, 10.3.2]
a. retell folktales from many cultures
b. locate, gather, and use information from a variety of sources, including print, non-print, and computer based sources

(3)5.3 express information and ideas creatively in information products that combine several formats [NS 5.C.2]; [ELA/PS 4.3.4, 5.3.4, 9.3.1, 9.3.3]

INFORMATION SEEKING
It is expected that students will:

(3)6.1 assess each step of the information-seeking process related to a specific information problem and assess the result [NS 6.A.2]; [ELA/PS 2.3.3, 11.3.2, 11.3.4]

(3)6.2 with teacher’s assistance, apply a variety of strategies for revising, improving, and updating work [NS 6.B.1]; [ELA/PS 2.3.3, 9.3.1, 10.3.2]

INFORMATION LITERACY
It is expected that students will:

(3)7.1 explain importance and relevance of information obtained from diverse sources, contexts, disciplines, and cultures [NS 7.A.0]; [ELA/PS 2.3.A1, 10.3.1, 10.3.2]

(3)7.2 use information, information sources, and information technology efficiently so that they are available for others to use [NS 7.B.2]; [ELA/PS 10.3.1, 10.3.4, 11.3.2]

ETHICAL BEHAVIOR REGARDING INFORMATION AND INFORMATION TECHNOLOGY
It is expected that students will:

(3)8.1 analyze a situation (e.g., personal opinion of a book or video in the library media center) in terms of its relationship to intellectual freedom [NS 8.A.1]; [ELA/PS 2.3.A1, 10.3.1, 10.3.4, 11.3.2]

(3)8.2 analyze situations (e.g., the creation of a term paper or the development of a multi-media product) to determine the steps necessary to respect intellectual property rights [NS 8.A.2a]; [ELA/PS 2.3.A1, 4.3.1, 4.3.4, 5.3.1, 9.3.5, 11.3.2, 11.3.4]
(3)8.3 use the school’s computing and communications hardware, software, and networks properly when seeking information, and state the main points of the school policy for using computing and communications hardware, as well as software and networks [NS 8.C.1]; [ELA/PS 4.3.6, 11.3.2]

GROUP PARTICIPATION

*It is expected that students will:*

(3)9.1 use information sources to select information and ideas that will contribute directly to the success of group projects [NS 9.A.2]; [ELA/PS 2.3.4, 2.3.A1, 10.3.1, 10.3.2, 10.3.4, 11.3.2, 11.3.4]

(3)9.2 encourage consideration of ideas and information from all group members [NS 9.B.2]; [ELA/PS 8.3.1, 9.3.3, 10.3.1]

(3)9.3 analyze information problems and suggest solutions while participating actively in discussions with others, in person and remotely through technologies with teacher’s assistance [NS 9.C.2]; [ELA/PS 2.3.4, 8.3.4, 9.3.3, 10.3.1, 11.3.2]

(3)9.4 create and evaluate products that communicate complex information and ideas, with teacher’s assistance, while working with others, in person and remotely through technologies [NS 9.C.3]; [ELA/PS 2.3.4, 2.3.A1, 11.3.2, 11.3.4]
**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 logical reasoning abilities; reflect on and clarify their own thinking; and ask questions to extend their thinking.
MATHEMATICS GRADE THREE (continued)

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.

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) [NS 1.3.6]
(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/PS 1.3.8]
(3)1.6 round numbers to nearest tens and hundreds to determine reasonableness of answers [NS/PS 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 as repeated addition [NS/PS 1.3.5]
(3)1.10 use subtraction to model and explain division [NS 1.4.5]
(3)1.11 model, sketch, and label fractions with denominators to 10 [NS/PS 1.3.9]
(3)1.12 write fractions with numerals and with number words [NS/PS 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 identify and compare unit fractions and fractions with like denominators, with and without models
(3)1.16 identify the number of equal 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/PS 1.3.1]
(3)1.19 immediately recall and use multiplication facts, products to 100 [NS/PS 1.3.1]
(3)1.20 recall division facts through the 10s
(3)1.21 add and subtract multi-digit numbers, with regrouping [NS/PS 1.3.2]
(3)1.22 multiply a two-or three-digit number by a one-digit number, with and without regrouping [NS/PS 1.4.5]
(3)1.23 multiply three one-digit numbers
(3)1.24 multiply a two-or three-digit number by a multiple of ten [NS/PS 1.3.5]
(3)1.25 divide a two-digit number by a one-digit number, without a remainder [NS/PS 1.4.5]
MATHEMATICS GRADE THREE (continued)

(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/PS 1.3.4]
(3)1.30 add and subtract decimals, tenths and hundredths
(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/PS 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/PS 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/PS 2.3.1]
(3)2.5 identify missing terms and missing numbers in open number sentences involving addition and subtraction number facts [NS/PS 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/PS 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/PS 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/PS 3.3.3]
(3)3.3 communicate the relationships of more, less, and equivalent when measuring [NS/PS 3.3.3]
(3)3.4 identify perimeter and area of regular and irregular figures by counting units [NS/PS 3.4.3]
(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) [NS 3.1.6]
(3)3.7 read time to nearest minute using digital and analog clocks [NS/PS 3.3.6]
(3)3.8 identify elapsed time using a clock [NS/PS 3.3.6]
(3)3.9 read thermometers and compare results
(3)3.10 read, write, and use money notation to determine possible combinations of coins and bills to equal given monetary amounts [NS/PS 3.3.4]
MATHEMATICS GRADE THREE (continued)

(3)3.11 make change with coins and bills in problem solving and real-world situations
(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/PS 4.3.1]
(3)4.2 describe, sketch, model, build, compare, and contrast two- and three-dimensional geometric figures and objects [NS/PS 4.3.4]
(3)4.3 identify and draw open and closed curves
(3)4.4 describe and sketch intersecting and parallel lines [NS 4.4.6]
(3)4.5 identify lines of symmetry [NS 4.1.3]
(3)4.6 demonstrate and describe the transformation (motion) of geometric figures as a slide, turn (rotation), or a flip [NS/PS 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 [NS 4.2.2]

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/PS 5.3.1]
(3)5.2 read and interpret displays of data; draw conclusions from charts, tables, and graphs to solve problems [NS/PS 5.4.1]
(3)5.3 use concepts of probability such as equal, best, impossible, unlikely, likely, and certain to make predictions about future events [NS/PS 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/PS 6.1]
(3)6.2 apply previous experience and knowledge to new problem-solving situations [NS/PS 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]
MATHEMATICS 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]
(3)7.3 identify and translate key words and phrases that imply mathematical operations [NS/PS 7.5]
(3)7.4 use physical materials, models, pictures, or writing to represent and communicate mathematical ideas [NS/PS 7.7]
(3)7.5 explain and justify thinking about mathematical ideas and solutions [NS 7.12]
(3)7.6 use everyday language to explain thinking about strategies and solutions to mathematical problems [NS 7.15]
(3)7.7 express mathematical ideas and use them to define, compare, and solve problems orally and in writing [NS/PS 7.16]
(3)7.8 use mathematical notation to communicate and explain mathematical situations [NS 7.17]

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/PS 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 9.7]
(3)9.5 identify, explain, and use mathematics in everyday life [NS 9.8]
MUSIC
GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards
1.0 Students sing alone and with others a varied repertoire of music.
2.0 Students perform alone and with others a varied repertoire of music on instruments.
3.0 Students improvise melodies, variations, and accompaniments.
4.0 Students compose and arrange music within specified guidelines.
5.0 Students read and notate music.
6.0 Students listen to, analyze, and describe music.
7.0 Students evaluate music and music performances.
8.0 Students demonstrate relationships among music, the other arts, and disciplines outside the arts.
9.0 Students demonstrate knowledge of the historical periods and cultural diversity of music.
10.0 Students demonstrate an understanding of movement through skills, techniques, choreography, and as a form of communication.

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) [NS 6.3.1, NS 10.3.1]
(3)1.2 demonstrate patterns using rhythmic values (q, Q, qr, h, H, h.) [NS 3.3.1, NS 4.3.2, NS 5.3.1, NS 5.3.5, NS 6.3.1, NS 7.3.1]
(3)1.3 demonstrate organized dance vocabulary and simple organized dances [NS 10.3.1]

MELODY
It is expected that students will:
(3)2.1 sing a simple melody with accurate pitch and good vocal tone production [NS 1.3.1, NS 7.3.2]
(3)2.2 demonstrate melodic patterns with hand signals and syllables (Sol-Mi-La-Do-Re-Do’) [NS 1.3.1, NS 3.3.1, NS 4.3.2, NS 5.3.2, NS 5.3.5, NS 6.3.1, NS 7.3.1]
MUSIC GRADE THREE (continued)

(3)2.3 demonstrate a variety of repertoire songs in cultural/historical context including singing games, cumulative, patriotic, seasonal, multicultural, and folk songs [NS 1.3.4]
(3)2.4 demonstrate the relationship between the size of the sound source/instrument and its pitch
(3)2.7 demonstrate melodic contour [NS 6.3.1]
(3)2.8 demonstrate skips/steps/repeats [NS 5.3.2, NS 5.3.5]
(3)2.9 demonstrate scale patterns
(3)2.10 identify the musical alphabet and its placement on the treble clef [NS 5.3.2]
(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 [NS 2.3.1, NS 3.3.1, NS 4.3.2, NS 5.3.2, NS 7.3.1]

HARMONY

It is expected that students will:

(3)3.1 demonstrate tonality differences including major/minor and chord changes [NS 6.3.1]
(3)3.2 demonstrate ostinati patterns [NS 1.3.3, NS 5.3.5, NS 6.3.1]
(3)3.3 demonstrate two- and three-part rounds [NS 1.3.3, NS 5.3.5]
(3)3.4 demonstrate a two-part rhythmic score [NS 5.3.1]
(3)3.5 demonstrate correct mallet technique [NS 2.3.1]
(3)3.6 demonstrate the simple chord bordun [NS 2.3.4]
(3)3.7 demonstrate the broken bordun [NS 2.3.4]
(3)3.8 demonstrate the crossover bordun [NS 2.3.4]

FORM

It is expected that students will:

(3)4.2 demonstrate AB and ABA form [NS 6.3.1, NS 10.3.1]
(3)4.3 demonstrate introduction and coda [NS 6.3.1]
(3)4.4 demonstrate rondo form [NS 6.3.1]
(3)4.5 demonstrate the interlude [NS 6.3.1]

EXPRESSIVE QUALITIES

It is expected that students will:

(3)5.1 explore the space through creative movement [NS 7.3.2, NS 10.3.1]
(3)5.2 demonstrate contrasts in tempo [NS 6.3.1, NS 10.3.1]
(3)5.3 demonstrate contrasts in dynamics [NS 6.3.1, NS 7.3.2]
(3)5.4 demonstrate contrasts in timbre [NS 4.3.3, NS 6.3.1]
(3)5.5 explore the music of many cultures including style, instruments, and traditions [NS 1.3.4, NS 2.3.4, NS 6.3.1, NS 7.3.2, NS 9.3.1, NS 10.3.5]
(3)5.6 demonstrate unpitched percussion technique [NS 2.3.1]
MUSIC GRADE THREE (continued)

(3)5.7 demonstrate the following symbols: piano (p), forte (f), fermata (☉), accent (→), and D.C. al Fine [NS 5.3.3]
(3)5.8 identify the orchestral percussion and recorder families [NS 6.3.1, NS 7.3.2]
(3)5.9 create movement and music to interpret stories, rhymes, and poetry [NS 4.3.1, NS 7.3.2, NS 10.3.1]
(3)5.10 describe uses of music and dance in daily life [NS 9.3.2, NS 10.3.1]
PHYSICAL EDUCATION
GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards
1.0 Students understand and apply movement concepts and principles to the learning and development of motor skills.
2.0 Students demonstrate competency in many movement forms and proficiency in a few movement forms.
3.0 Students demonstrate an understanding of dance through skills, techniques, choreography, and as a form of communication.
4.0 Students achieve and maintain a health-enhancing level of individual fitness for an active lifestyle.
5.0 Students demonstrate personal responsibility, positive social interaction, and respect for diversity in physical activity settings.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

OBJECT MOVEMENT SKILLS
It is expected that students will:

(3)1.1 apply the basic concepts/elements of manipulative skills to improve personal performance in a dynamic environment [NS 1.3.2 A B]
(3)1.2 perform various manipulative skills in a changing environment (e.g. while moving through space) [NS 2.3.2 B]
a. throw a ball with two hands simultaneously using weight transfer (e.g., soccer throw-in, bounce pass)
b. throw an object with one hand, underhand, while stepping with the opposite foot
c. throw an object with one hand, overhand, with opposition and force
d. catch various objects above and below the waist using proper techniques
e. dribble a ball with the dominant and non-dominant hand
f. roll a ball with one hand with appropriate force and accuracy
g. strike a moving ball underhand and overhand
h. strike a stationary or moving object with an implement (e.g., paddle, racquet, bat)
i. develop foot-eye coordination by moving feet in various complex patterns: pathways, around obstacles, hopscotch
j. kick, pass, and trap a ball with the dominant and non-dominant foot
k. dribble a ball with the feet around various obstacles
l. continuously jump a rope turned by others
m. continuously jump and turn an individual rope
PHYSICAL EDUCATION GRADE THREE (continued)

(3)1.3 create simple games using various object movement combinations (e.g. dribble and pass, catch and throw) [NS 2.3.2 A]
(3)1.4 participate in activities from diverse cultural and ethnic origins and understand the connection between the culture and the activity [NS 5.3.4]
(3)1.5 utilize a language vocabulary for object movement activities [NS 1.3.1]

LOCOMOTOR AND NONLOCOMOTOR MOVEMENT SKILLS

It is expected that students will:

(3)2.1 apply the basic concepts/elements of locomotor and nonlocomotor skills [NS 1.3.2 A]
(3)2.2 perform mature locomotor movements with a partner [NS 2.3.1]
(3)2.3 perform mature nonlocomotor movements with a partner [NS 2.3.1]
(3)2.4 move safely and with control through the general space (e.g. dodge, chase/flee)
(3)2.5 identify and use body parts in relation to movement
(3)2.6 demonstrate an understanding of directions through movement with a partner: right, left, clockwise, counterclockwise [NS 3.3.1B]
(3)2.7 demonstrate partial support balances with a partner
(3)2.8 demonstrate transfer of weight movements
(3)2.9 combine and sequence weight transfer movements and balances with a partner [NS 2.3.3]
(3)2.10 utilize a language vocabulary for locomotor and nonlocomotor movement activities [NS 1.3.1]

EXPRESSIVE MOVEMENT AND DANCE

It is expected that students will:

(3)3.1 identify the basic concepts/elements of simple expressive movements [NS 1.3.2 A]
(3)3.2 explore space as an element of movement with a partner: place, focus, pathway [NS 3.3.1 A]
(3)3.3 explore force as an element of movement with a partner: percussive/sustained (sharp/smooth), bound/free (tight/loose) [NS 3.3.1 C]
(3)3.4 explore time as an element of movement with a partner: speed, duration
(3)3.5 communicate relationships/emotions/themes through movement as a performer; identify and discuss relationships/emotions/themes as an observer [NS 3.3.3 AB]
(3)3.6 create and perform, with a partner, a movement sequence with a beginning, middle, and end [NS 3.3.2 A]
(3)3.7 perform various movement patterns to a steady beat at various tempos: individually, with a partner, as part of a group [NS 3.3.4 B]
(3)3.8 use a prop to a steady beat in a stationary position: individually, with a partner, as part of a group [NS 3.3.4 A]
(3)3.10 perform organized dances including folk dances from diverse cultural and ethnic origins [NS 3.3.5]
(3)3.11 utilize a language vocabulary for expressive movement
PHYSICAL EDUCATION GRADE THREE (continued)

PHYSICAL FITNESS

*It is expected that students will:*

(3)4.1 demonstrate knowledge of proper warm-up, conditioning, and cool-down techniques [NS 4.3.4]
(3)4.2 participate in a variety of activities that develop the physical fitness components: aerobic endurance, flexibility, muscular endurance, muscular strength [NS 4.3.2, NS 4.3.3]
(3)4.3 discuss the components of physical fitness
(3)4.4 monitor physiological changes during moderate physical activity [NS 1.3.4]
(3)4.5 identify the health-related implications of each physical fitness component [NS 4.3.1]
(3)4.6 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 [NS 4.3.1]
(3)4.7 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 [NS 5.3.1]
(3)5.3 demonstrate respect, teamwork, and sportsmanship, regardless of differences [NS 5.3.3]
(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, identifying positive responses to challenges, successes, and failures [NS 5.3.2]
(3)5.6 identify and communicate appropriate cue responses/elements in performance (e.g., self or peer evaluation) [NS 1.3.3]
**STANDARDS**

*Nevada Grades K-12 Content Standards*

**NATURE OF SCIENCE**

**Scientific Inquiry**

N2A Students understand that science is an active process of systematically examining the natural world.

N5A Students understand that science involves asking and answering questions and comparing the answers to what scientists know about the world.

N8A Students understand that scientific knowledge requires critical consideration of verifiable evidence obtained from inquiry and appropriate investigations.

N12A Students understand that a variety of communication methods can be used to share scientific information.

**Science, Technology, and Society**

N2B Students understand that many people contribute to the field of science.

N5B Students understand that many people, from all cultures and levels of ability, contribute to the fields of science and technology.

N8B Students understand the interactions of science and society in an ever-changing world.

N12B Students understand the impacts of science and technology in terms of costs and benefits to society.

**PHYSICAL SCIENCE**

**Matter**

P2A Students understand that matter has observable properties.

P5A Students understand properties of objects and materials.

P8A Students understand the properties and changes of properties in matter.

P12A Students understand that atomic structure explains the properties and behavior of matter.

**Forces and Motion**

P2B Students understand that position and motion of objects can be described.

P5A Students understand that forces can change the position and motion of an object.

P8A Students understand that position and motion of an object result from the net effect of the different forces acting on it.

P12A Students understand the interactions between force and motion.

**Energy**

P2C Students know heat, light, and sound can be produced.
P5C Students understand that energy exists in different forms.
P8C Students understand transfer of energy.
P12C Students understand that there are some interactions between matter and energy.

EARTH AND SPACE SCIENCE

Atmospheric Processes and the Water Cycle
E2A Students understand that changes in weather often involve water changing from one state to another.
E5A Students understand the water cycle’s relationship to weather.
E8A Students understand the relationship between the Earth’s atmosphere, topography, weather, and climate.
E12A Students understand heat and energy transfer in and out of the atmosphere and influence weather and climate.

Solar System and Universe
E2B Students understand there are objects in the sky which display patterns.
E5B Students understand that there are many components in the Solar System including Earth.
E8B Students understand characteristics of our Solar System that is part of the Milky Way galaxy.
E12B Students know scientific theories of origins and evolution of the universe.

Earth’s Composition and Structure
E2C Students understand that Earth materials include rocks, soils, and water.
E5C Students understand that features on the Earth’s surface are constantly changed by a combination of slow and rapid processes.
E8C Students understand that landforms result from a combination of constructive and destructive processes.
E12C Students understand evidence for processes that take place on a geologic time scale.

LIFE SCIENCE

Heredity
L2A Students understand that offspring resemble their parents.
L5A Students understand that some characteristics are inherited and some are not.
L8A Students understand the role of genetic information in the continuation of a species.
L12A Students understand how genetic information is passed from one generation to another.

Structure of Life
L2B Students understand that living things have identifiable characteristics.
L5B Students understand that living things have specialized structures that perform a variety of life functions.
L8B Students understand that living things are composed of cells, which are specialized in multicellular organisms to perform a variety of life functions.
L12B Students understand that all life forms, at all levels of organization, use specialized structure and similar processes to meet life’s needs.

Organisms and Their Environment
L2C Students understand that living things live in different places.
L5C Students understand that there is a variety of ecosystems on Earth and organisms interact within their ecosystems.
L8C Students understand how living and non-living components of ecosystems interact.
L12C Students understand that ecosystems display patterns of organization, change, and stability as a result of the interactions and interdependencies among the living and non-living components of the Earth.

Diversity of Life
L2D Students understand that there are many kinds of living things on Earth
L5D Students understand that living things can be classified according to physical characteristics, behaviors, and habitats.
L8D Students understand that life forms change over time, contributing to the variety of organisms found on the Earth.
L12D Students understand biological evolution and diversity of life.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

NATURE AND HISTORY OF SCIENCE
(Nature and History of Science objectives should be embedded throughout the year in the contexts of life, earth, and physical science.)

It is expected that students will:

(3)1.1 identify, gather and safely use tools (tri-lens magnifier, pan balance, stethoscope, metric measurement tools) and materials needed in investigations [N5A5]
(3)1.2 cooperate and contribute ideas within a group [N5B3]
(3)1.3 conduct investigations based on observations and questions raised about the world [N5A5]
(3)1.4 keep a record, in a science notebook, of observations and measurements taken over time (life cycle and classification) [N5A1]
(3)1.5 use science notebook entries to develop, communicate, and justify descriptions, explanations, and predictions [N5A1; N5A3; N5A4]
(3)1.6 create and use labeled illustrations, graphs (number lines, pictographs, bar graphs, frequency tables), and charts to convey ideas, record observations, and make predictions [N5A1; N5A4]
(3)1.7 use observable patterns to organize items and ideas and to make predictions [N5A7]
PHYSICAL SCIENCE

It is expected that students will:
(3)2.1 determine and explain that vibrations produce sound waves [P5C2]
(3)2.2 compare and describe how sound travels through different materials [P5C2]
(3)2.3 describe objects in terms of their observable properties (mass, color, temperature, texture) [P5A3]

EARTH SCIENCE

It is expected that students will:
(3)3.1 investigate and describe that the Earth is composed of different kinds of materials (rocks, soils, water, air) [E5C4; E5C5]
(3)3.2 compare, test, measure, record, and describe observable properties of rocks and minerals [E5C4]
(3)3.3 determine and explain that soil varies from place to place and has biological and mineral components [E5C5]

LIFE SCIENCE

It is expected that students will:
(3)4.1 investigate and describe ways that offspring may resemble and differ from parents and siblings may resemble and differ from each other [L5A1; L5A3; L5A4]
(3)4.2 investigate, compare, and contrast life cycles of various living things [L5B2]
(3)4.3 investigate and describe the interactions of organisms with each other and their ecosystem [L5C2]
(3)4.4 identify and compare needs common to most living things [L5B1; L5C2]
(3)4.5 distinguish living from nonliving according to established criteria (growth, reproduction) [L5C2]
(3)4.6 investigate and describe how changes to an environment can be beneficial or harmful to plants and animals [L5C3]
(3)4.7 investigate, compare, and contrast identifiable structures and characteristics of plants and animals that enable them to grow, reproduce, and survive [L5B1; L5C5; L5D1]
SOCIAL STUDIES
GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards

CIVICS
1.0  Rules, Law, and Government — Students know why society needs rules, laws, and governments.
2.0  The U.S. Government — Students know the United States Constitution and the government it creates.
3.0  National and State Government — Students can explain the relationship between the states and national government.
4.0  The Political Process — Students describe the roles of political parties, interest groups, and public opinion in the democratic process.
5.0  Citizenship — Students know the roles, rights, and responsibilities of United States citizens and the symbols of our country.
6.0  State and Local Government — Students know the structure and functions of state and local governments.
7.0  Political and Economic Systems — Students explain the different political and economic systems in the world.
8.0  International Relations — Students know the political and economic relationship of the United States and its citizens to other nations.

ECONOMICS
1.0  The Economic Way of Thinking — Students will use fundamental economic concepts, including scarcity, choice, cost incentives, and costs versus benefits to describe and analyze problems and opportunities, both individual and social.
2.0  Measuring U.S. Economic Performance — Students will demonstrate a knowledge of past and present U.S. economic performance, identify the economic indicators used to measure that performance, and use this knowledge to make individual decisions and discuss social issues.
3.0  Functioning of Markets — Students will demonstrate an understanding of how markets work, including an understanding of why markets form, how supply and demand interact to determine market prices and interest rates, and how changes in prices act as signals to coordinate trade.
4.0  Private U.S. Economic Institutions — Students will describe the roles played by various U.S. economic institutions, including financial institutions, labor unions, for-profit business organizations, and not-for-profit organizations.
SOCIAL STUDIES GRADE THREE (continued)

5.0 **Money** — Students demonstrate an understanding of various forms of money; how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services; and how the Federal Reserve System and its policies affect the U.S. money supply.

6.0 **The U.S. Economy as a Whole** — Students will demonstrate an understanding of the U.S. economic system as a whole in terms of how it allocates resources; determines the nation’s production, income, unemployment, and price levels; and leads to variations in individual income levels.

7.0 **An Evolving Economy** — Students will demonstrate an understanding of how investment, entrepreneurship, competition, and specialization lead to changes in an economy’s structure and performance.

8.0 **The Role of Government in a Market Economy** — Students will explain the role of government in a market economy.

9.0 **The International Economy** — Students explore the characteristics of non-U.S. economic systems in order to demonstrate an understanding of how they are connected, through trade, to peoples and cultures throughout the world.

GEOGRAPHY

1.0 **The World in Spatial Terms** — Students use maps, globes, and other geographic tools and technologies to locate and derive information about people, places, and environments.

2.0 **Places and Regions** — Students understand the physical and human features and cultural characteristics of places and use this information to define and study regions and their patterns of change.

3.0 **Physical Systems** — Students understand how physical processes shape Earth’s surface patterns and ecosystems.

4.0 **Human Systems** — Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.

5.0 **Environment and Society** — Students understand the effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.

6.0 **Geographic Applications** — Students apply geographic knowledge of people, places, and environments to interpret the past, understand the present, and plan for the future.

7.0 **Geographic Skills** — Students ask and answer geographic questions by acquiring, organizing, and analyzing geographic information.

HISTORY

1.0 **Chronology** — Students use chronology to organize and understand the sequence and relationship of events.

2.0 **History Skills** — Students will use social studies vocabulary and concepts to engage in inquiry, in research, in analysis, and in decision making.

3.0 **Prehistory to 400 CE** — Students understand the development of human societies, civilizations, and empires through 400 CE.

4.0 **1 CE to 1400** — Students understand the characteristics, ideas, and significance of civilizations and religions from 1 CE to 1400.
SOCIAL STUDIES GRADE THREE (continued)

5.0  1200 to 1750 — Students understand the impact of the interaction of peoples, cultures, and ideas from 1200 to 1750.

6.0  1700 to 1865 — Students understand the people, events, ideas, and conflicts that led to the creation of new nations and distinctive cultures.

7.0  1860 to 1920 — Students understand the importance and impact of political, economic, and social ideas.

8.0  The Twentieth Century, a Changing World: 1920 to 1945 — Students understand the importance and effect of political, economic, technological, and social changes in the world from 1920 to 1945.

9.0  The Twentieth Century, a Changing World: 1945 to 1990 — Students understand the shift of international relationships and power as well as the significant developments in American culture.

10.0 New Challenges: 1990 to the Present — Students understand the political, economic, social, and technological issues challenging the world as it approaches and enters the new millennium.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

CIVICS

It is expected that students will:

(3)1.1 identify examples of rules, laws, and authorities that keep people safe and property secure [NS 1.3.1]
(3)1.2 explain that democracy involves voting, majority rule, and setting rules [NS 1.3.4]
(3)1.3 name the current President of the United States [NS 2.3.4]
(3)1.4 discuss why people form groups [NS 4.3.3]
(3)1.5 recognize the “Pledge of Allegiance” [NS 5.3.1]
(3)1.6 explain why we have patriotic holidays [NS 5.3.3]
(3)1.7 identify an individual’s rights within the classroom [NS 5.3.4]
(3)1.8 identify conflicts in the school and discuss peaceful resolutions [NS 5.3.6]
(3)1.9 name the current Governor of Nevada [NS 6.3.1]
(3)1.10 identify the county, state, and country [NS 8.3.1]
(3)1.11 complete tasks independently
(3)1.12 work cooperatively in groups
(3)1.13 recognize differences of opinion
(3)1.14 recognize the causes and effects of issues and problems

ECONOMICS

It is expected that students will:

(3)2.1 categorize wants as goods, services, or leisure activities [NS 1.3.1]
(3)2.2 give examples of incentives and determine whether they are positive or negative [NS 1.3.2]
SOCIAL STUDIES GRADE THREE (continued)

(3)2.3 identify the benefits and the costs of an all-or-nothing choice (e.g., choosing to have music on or off) [NS 1.3.3]
(3)2.4 identify and use per capita measures in the classroom (e.g., the number of pencils per student) [NS 2.3.2]
(3)2.5 discuss why people seek work [NS 2.3.6]
(3)2.6 differentiate between barter and monetary trade [NS 3.3.1]
(3)2.7 give examples of prices received by a business for selling goods and services [NS 3.3.2]
(3)2.8 give reasons why producers choose to sell more of a good or service (including when a price is high) and when they choose to sell less (including when its price is low) [NS 3.3.3]
(3)2.9 demonstrate an understanding of key banking terms (e.g., saving, interest, borrowing) [NS 4.3.1]
(3)2.10 identify a for-profit organization in the community and a service it provides [NS 4.3.3]
(3)2.11 identify a not-for-profit organization in the community and a service it provides [NS 4.3.4]
(3)2.12 identify reasons for saving money [NS 4.3.5]
(3)2.13 identify forms of money [NS 5.3.1]
(3)2.14 demonstrate an understanding that each family has a limited amount of money regardless of how it is accessed (through cash, check writing, or ATM) [NS 5.3.5]
(3)2.15 explain what a producer does [NS 6.3.2]
(3)2.16 demonstrate an understanding of and give examples of income [NS 6.3.4]
(3)2.17 demonstrate an understanding that different jobs require different skills and people receive different levels of income [NS 6.3.6]
(3)2.18 explain how skill training and education can enhance the ability to produce goods and services [NS 7.3.1]
(3)2.19 list examples of entrepreneurs [NS 7.3.4]
(3)2.20 describe what it means to compete [NS 7.3.5]
(3)2.21 give examples of goods the U.S. imports and exports [NS 9.3.1]
(3)2.22 identify the countries of origin of commonly used products [NS 9.3.2]
(3)2.23 describe various products from animals (i.e., food, milk, leather products)
(3)2.24 identify the currencies of other countries [NS 9.3.4]
(3)2.25 identify community workers who are producers of goods and those who provide services
(3)2.26 identify jobs and careers within a city and community

GEOGRAPHY
It is expected that students will:

(3)3.1 identify and use the cardinal directions (North, South, East, West) on a compass rose to locate places on a map [NS 1.3.1]
(3)3.2 compare uses of maps and globes [NS 1.3.2]
(3)3.3 use maps, globes, photographs, and graphs to collect geographic information [NS 1.3.3]
(3)3.4 construct a simple map, including title, symbols, and directions  [NS 1.3.4]
(3)3.5 recognize different types of maps  [NS 1.3.5]
(3)3.6 identify and explain simple spatial patterns on a map  [NS 1.3.6]
(3)3.7 explain the difference between a city and a state, using appropriate examples  [NS 1.3.7]
(3)3.8 locate and name states that border Nevada and countries that border the United States  [NS 1.3.8]
(3)3.9 identify differences between physical and human features  [NS 2.3.1]
(3)3.10 identify how language, music, stories, art, and customs express culture  [NS 2.3.2]
(3)3.11 discuss how people view their communities  [NS 2.3.3]
(3)3.12 list examples of technology in the community  [NS 2.3.4]
(3)3.13 identify an historic landmark and describe the event that took place there  [NS 2.3.5]
(3)3.14 compare visual images of the same place over time  [NS 2.3.6]
(3)3.15 identify neighborhoods and communities as places where people live, work, and play  [NS 2.3.7]
(3)3.16 recognize that plants and animals have habitats on both land and in water  [NS 3.3.1]
(3)3.17 identify various natural hazards (e.g., floods, earthquakes, volcanic eruptions)  [NS 3.3.2]
(3)3.18 identify different types of simple ecosystems (e.g., ponds, streams, fields)  [NS 3.3.3]
(3)3.19 locate different ecosystems in the community  [NS 3.3.4]
(3)3.20 identify the living and nonliving elements of an ecosystem  [NS 3.3.5]
(3)3.21 construct a graph or chart to compare population distribution in different areas  [NS 4.3.1]
(3)3.22 draw a simple map that illustrates how to get from one location to another  [NS 4.3.2]
(3)3.23 identify transportation and communication networks in a daily life  [NS 4.3.3]
(3)3.24 describe the characteristics of rural, suburban, and urban communities  [NS 4.3.4]
(3)3.25 locate sources of goods and services found in the community  [NS 4.3.5]
(3)3.26 investigate an economic product by asking and answering questions about location  [NS 4.3.6]
(3)3.27 compare the wants and needs of people in different communities and the means used to fulfill those wants and needs  [NS 4.3.7]
(3)3.28 describe the different purposes of various organizations (e.g., Scouts, organized sports, 4-H)  [NS 4.3.8]
(3)3.29 describe how cooperation and conflict affect people and places  [NS 4.3.9]
(3)3.30 list tools, machines, or technologies that have changed the physical environment  [NS 5.3.3]
(3)3.31 compare different ways in which people modify the physical environment  [NS 5.3.4]
(3)3.32 describe ways humans depend on natural resources  [NS 5.3.6]
(3)3.33 list examples of how people use and manage natural resources within their communities  [NS 5.3.7]
(3)3.34 use visual clues to determine when and where an event took place in the past  [NS 6.3.1]
SOCIAL STUDIES GRADE THREE (continued)

(3)3.35 identify the location of current events on a map [NS 6.3.2]
(3)3.36 recognize a geographic issue or theme that affects home, school, or community [NS 6.3.3]
(3)3.37 predict possible geographic changes that could take place in the neighborhood or community [NS 6.3.4]
(3)3.38 ask questions about why things are located where they are [NS 7.3.1]
(3)3.39 gather geographic information from maps, globes, and atlases [NS 7.3.2]
(3)3.40 construct simple maps and graphs to display geographic information [NS 7.3.3]
(3)3.41 select and explain information from several geographic sources [NS 7.3.4]
(3)3.42 create a visual model to illustrate the results of a geographic inquiry [NS 7.3.5]
(3)3.43 locate Las Vegas, Nevada on world maps and globes
(3)3.44 locate hemispheres, continents, and oceans on maps and globes
(3)3.45 locate major lines of latitude and longitude (equator and prime meridian)
(3)3.46 use various legends (keys) on maps to identify cities, state capitals, natural resources, and industries

HISTORY

It is expected that students will:

(3)4.1 identify the source of information for a current event [NS 1.3.1]
(3)4.2 read a time line [NS 1.3.2]
(3)4.3 use charts, graphs, and tables to interpret historical information
(3)4.4 ask history-related questions [NS 2.3.1]
(3)4.5 identify Native North American life prior to European contact (e.g., food, clothing, shelter) [NS 5.3.6]
(3)4.6 identify the Declaration of Independence [NS 6.3.4]
(3)4.7 identify the purpose of historical documents
(3)4.8 identify patriotic symbols (e.g., eagle, flag, Liberty Bell) [NS 6.3.5]
(3)4.9 identify “The Star Spangled Banner” as the national anthem [NS 6.3.14]
(3)4.10 describe the lives of pioneers from diverse groups [NS 6.3.17]
(3)4.11 identify the Statue of Liberty as a patriotic symbol [NS 7.3.9]
(3)4.12 describe various types of transportation and communication used throughout the history of the United States
(3)4.13 discuss various Presidents of the United States
(3)4.14 create timelines that show people and events in sequence using days, weeks, months, years, decades, and centuries
(3)4.15 read and interpret historical passages
TECHNOLOGY
GRADE THREE

STANDARDS

1.0 **Problem Solving** — Students utilize problem-solving processes through the use of resources to reach a desired outcome.

2.0 **Productivity Tools** — Students use appropriate productivity tools including, but not limited to, word processing spreadsheet, database, multimedia and telecommunications.

3.0 **Research Tools** — Students use various technology tools to research information and evaluate its accuracy and appropriateness in order to solve problems and make decisions.

4.0 **Tools and Processes** — Students identify, apply concepts, and manage various tools and resources to evaluate their accuracy and appropriateness in solving problems and making decisions.

5.0 **Systems** — Students recognize that systems are made up of individual components and that each component affects the operation of the system and its relationship with other systems.

6.0 **Implications on Society** — Students evaluate the impact and ethical implications on individuals, society and the environment.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

PROBLEM SOLVING

*It is expected that students will:*

(3)1.1 identify and discuss using appropriate terminology a design/problem-solving method

(3)1.2 utilize a design/problem-solving method

PRODUCTIVITY TOOLS

*It is expected that students will:*

(3)2.1 identify parts of the computer

(3)2.2 identify basic parts of a variety of technological learning tools

(3)2.3 demonstrate proper care and handling of equipment (computers, projection devices, scanners, copiers, cameras, video and audio)

(3)2.4 use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies

(3)2.5 use a variety of media and technology resources for directed and independent learning activities
TECHNOLOGY GRADE THREE (continued)

(3)2.6 demonstrate proper keyboarding skills
   a. locate and use letters, numbers, and special keys on a keyboard using the left or right hand [NS 2.3.1]
   b. apply correct finger placement for basic keyboarding skills [NS 2.5.1]

(3)2.7 demonstrate proper navigation of the desktop, which includes:
   a. appropriate cursor movement
   b. opening and closing
   c. proper use of the task bar, other buttons, and functional icons
   d. appropriate use of command buttons and text boxes

(3)2.8 follow proper sequence to run programs and accessories, which includes:
   a. starting and exiting programs and accessories
   b. switching between multiple programs

(3)2.9 create a document that demonstrates simple typing and editing skills [NS 2.3.2]

(3)2.10 create a document including a graphic using basic formatting techniques that demonstrate the ability to type, edit, and print [NS 2.5.2]:
   a. type simple sentences using a word processor
   b. use cut, copy, paste, save, open, format, and print to edit a document
   c. insert graphics into a document
   d. use a basic drawing program to include preprogrammed graphics (inserting, selecting, sizing, cropping, editing, and importing)
   e. demonstrate use and function of drawing tools
   f. understand and demonstrate use of word processing reference tools (spell check, grammar check, dictionary, thesaurus, etc.)
   g. use formatting tools to change or modify a document
   i. with guided instruction, use peripheral tools to create graphics

(3)2.11 demonstrate proper management of files and folders, which includes:
   a. viewing
   b. creating
   c. renaming
   d. deleting
   e. creating and saving files on various storage media [NS 2.3.6]
   f. moving and copying

(3)2.12 understand commands, procedures, and management of developmentally appropriate multimedia
   a. use developmentally appropriate multimedia software
   b. create a multimedia document or presentation with guided instruction, using text, graphics, and/or sound [NS 2.5.5]
   c. explain the purpose of a multimedia presentation using multimedia software [NS 2.3.5]

(3)2.13 search a database to locate specific information (e.g. electronic sources, telephone book, encyclopedia, and library card catalog) [NS 2.3.3]

(3)2.14 use technological learning tools to enhance and extend learning and achievement through the development of effective communication skills
TECHNOLOGY GRADE THREE (continued)

(3)2.15 demonstrate responsible use of communication network applications
   a. identify electronic communication devices [NS 2.3.7.1]
   b. identify devices that require connectivity [NS 2.3.7.2]
   c. demonstrate use of communication capabilities such as electronic mail, conferencing, etc.
   d. create messages which integrate written, audio, and text information
   e. describe the process of accessing a LAN and demonstrate the process as available [NS 2.5.7.1]
   f. explain how local and global networks function

(3)2.16 demonstrate an understanding of sharing/exchanging data among a variety of programs/applications through copying, linking, and/or embedding text and graphical objects

(3)2.17 properly manage, maintain, and care for technological learning tools

(3)2.18 utilize a pre-designed spreadsheet, demonstrate the ability to enter simple labels, values, and formulas [NS 2.3.4]

RESEARCH TOOLS
It is expected that students will:

(3)3.1 select a research topic or define a problem using technology tools [NS 3.3.1]
(3)3.2 generate keywords for a research topic or problem and conduct a search of electronic based sources [NS 3.5.2]
(3)3.3 select information for a research topic or problem from a remote resource [NS 3.3.3]
(3)3.4 identify and examine organizational formats using a technology tool to arrange information [NS 3.3.4]
(3)3.5 use technology to organize data
   a. calculate
   b. collect data
   c. analyze data
(3)3.6 demonstrate an understanding of intellectual property and describe personal consequences of inappropriate use
(3)3.7 summarize and share the research process and its outcome [NS 3.5.7]
(3)3.8 evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources

TOOLS AND PROCESSES
It is expected that students will:

(3)4.1 use technologies as an educational tool in all content areas
(3)4.2 use technologies independently and collaboratively
(3)4.3 recognize the importance of safety in computer and technology applications [NS 4.3.3]
(3)4.4 demonstrate the importance of safety and ease of use in selecting appropriate tools [NS 4.5.3]
(3)4.5 employ tools and materials to design or develop products or projects [NS 4.5.2]
(3)4.6 use technology information processing skills to enhance and extend learning in all areas (3)4.7 identify the appropriateness and uses of resources and tools in technology based activities [NS 4.3.1]  
a. select and use applicable tools for tasks [NS 4.3.2]  
b. with teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations [NS 4.3.4]  

SYSTEMS

*It is expected that students will:*

(3)5.1 define a system [NS 5.3.1]  
(3)5.2 identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system) [NS 5.3.2]  
(3)5.3 identify and categorize systems that provide food, clothing, shelter, entertainment, communications, health care, security, and other necessities and comforts of life [NS 5.3.3]  

IMPLICATIONS ON SOCIETY

*It is expected that students will:*

(3)6.1 describe how technology is used in daily activities to meet personal needs; describe computer piracy and the personal consequences of inappropriate use [NS 6.3.1]  
(3)6.2 practice etiquette using technology; describe changes in the local community because of technology [NS 6.3.2]  
(3)6.3 describe the relationship between careers and technological developments  
(3)6.4 describe common uses of technology in daily life and how environments are changed [NS 6.3.4]  
(3)6.5 describe and use required district, school, and classroom procedures for use of technology
VISUAL ARTS
GRADE THREE

STANDARDS

Nevada Grades K-12 Content Standards
1.0 Students know and apply visual arts media, techniques, and processes.
2.0 Students use knowledge of visual characteristics, purposes, and functions.
3.0 Students choose, apply, and evaluate a range of subject matter, symbols, and ideas.
4.0 Students understand the visual arts in relation to history and cultures.
5.0 Students analyze and assess characteristics, merits, and meanings in their own artwork and the work of others.
6.0 Students demonstrate relationships among visual arts, the other arts, and disciplines outside the arts.

ESSENTIAL CONCEPTS, SKILLS, AND EXPERIENCES

ART CRITICISM
It is expected that students will:
(3)1.1 describe works of art, using appropriate vocabulary, e.g., list or name subject matter and/or symbols [NS 2.3.1]
(3)1.2 analyze works of art, e.g., identify elements and principles of design; discuss media, forms, techniques, etc. [NS 2.3.1]
(3)1.3 interpret works of art, e.g., describe possible meanings [NS 5.3.3]
(3)1.4 judge works of art, based on observed merits
  a. share opinions
  b. support opinions, points of view by citing artwork
(3)1.5 evaluate/share own artwork

ART HISTORY
It is expected that students will:
(3)2.1 examine historical/cultural context, e.g., associate works of art with their cultures, times, or places [NS 4.3.2]
(3)2.2 discuss materials, processes, purposes, e.g., learn how artist’s choices are influenced by culture, time, and place [NS 4.3.2]
(3)2.3 discuss artistic styles, e.g., name characteristics in works of art that identify individual artists, groups of artists, or cultures [NS 4.3.2]
(3)2.4 examine inventions and technology in art, e.g., observe how changes in tools and methods affect the appearance of art [NS 4.3.2]
AESTHETICS

It is expected that students will:

(3.3.1) engage in aesthetic inquiry through various aesthetic issues/topics
   a. artist’s intent and viewer’s interpretation
   b. purposes for works of art
   c. beauty and ugliness
   d. defining art

(3.3.2) discover/discuss aesthetic positions/stances
   a. realism (art that is true to life)
   b. expressionism (art that shows feelings)
   c. functionalism (art with a practical purpose)
   d. hedonism (art that is beautiful and pleasant)
   e. formalism (art that emphasizes design)

ART PRODUCTION

It is expected that students will:

(3.4.1) demonstrate elements of art: line, shape, color, texture, value, form, space [NS 2.3.4]

(3.4.2) demonstrate design concepts & principles: repetition, pattern, symmetry, geometric shape, color theory (mix intermediate or tertiary colors), scale, contrast, overlapping, contours, emphasis, composition, organic shape [NS 2.3.4]

(3.4.3) demonstrate choice of subject matter and/or symbols to communicate an intended meaning [NS 3.3.2]

(3.4.4) draw using varied media, techniques, and processes [NS 1.3.3]

(3.4.5) paint using varied media, techniques, and processes [NS 1.3.3]

(3.4.6) create a minimum of one three-dimensional art form using varied media, techniques, and processes for either
   a. sculpture (fully three-dimensional) [NS 1.3.3] or
   b. relief (raised elements on a background)
      (Media may be chosen from paper, papier maché, found objects, plaster, modeling clay, etc.) [NS 1.3.3]

(3.4.7) create a ceramic object using media, techniques, and processes for either
   a. clay modeling (manipulating in three-dimensions) e.g., forming human figures, animals, etc. [NS 1.3.3] or
   b. pottery (functional vessels) e.g., pinch pots, coiled cups, slab bowls or boxes, etc. [NS 1.3.3]

(3.4.8) make prints; using media, techniques, and processes for multiple edition prints [NS 1.3.3]

(3.4.9) weave; using varied media, techniques, and processes [NS 1.3.3]

(3.4.10) represent architecture; using two-dimensional or three-dimensional media, techniques, and processes [NS 1.3.3]

(3.4.11) work in at least one mixed medium, using varied techniques and processes, e.g., collage, wearable art (garments, head pieces, etc.), mask-making, puppetry, book-making, jewelry, animation, combined media, etc. [NS 1.3.3]

(3.4.12) create a work of art that shows the influence of a particular historical period or culture [NS 4.3.3]