



# Third Grade Objectives

## Life Skills

- Conflict Resolution
- Friendship
- Responsibility and Respect
- Actions and Consequences
- Having a Positive Attitude
- Values

## Language Arts

### Reading

- Ask and answer questions to demonstrate understanding of a text, referring back to the text as a basis for the answers
- Recount stories to determine the central message, lesson, or moral
- Determine the main idea of a text
- Describe characters in a story and explain how their actions contribute to the sequence of story events
- Distinguish literal from nonliteral language in a text
- Use language such as *chapter*, *scene*, and *stanza* when speaking about a story
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
- Distinguish their own point of view from that of the narrator or those of the characters
- Explain how illustrations add meaning to a text
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (series books)
- Compare and contrast the most important points and key details presented in two texts on the same topic
- Read and comprehend literature and other texts (fiction and nonfiction) at the grade 3 complexity range independently and proficiently
- Use text features and search tools to locate information relevant to a given topic efficiently
- Describe the logical connections between sentences and paragraphs in a text
- Self-select texts for personal enjoyment, interest, and academic tasks
- Identify and know the meaning of the most common prefixes and derivational suffixes
- Decode words with common Latin suffixes
- Decode multisyllable words
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings

### Writing

- Write opinion pieces on topics or texts
  - Introduce the topic or text they are writing about, state an opinion, and create organizational structure that lists reasons
  - Use linking words and phrases to connect opinion and reasons
  - Provide a conclusion statement or section
- Write informative/explanatory texts to examine a topic and convey ideas clearly
  - Introduce topic and group related information together; include illustrations when useful
  - Develop the topic with facts, definitions, and details
  - Use linking words to connect ideas with categories of information
  - Provide a concluding statement or section
- Write narratives and other creative texts using effective technique, descriptive details, and clear event sequences

- Establish a situation and introduce a narrator and/or characters; organize an event sequence
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events
- Use temporal words and phrases to signal event order
- Provide a sense of closure
- With guidance and support, produce writing in which the development and organization are appropriate to task and purpose
- With support, use the writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing
- With support, use technology to produce and publish writing as well as to interact and collaborate with others
- Conduct short research projects that build knowledge about a topic
- Gather or recall information; take brief notes on sources and sort evidence into categories
- Write routinely over extended time frames and short time frames for a range of discipline-specific tasks, purposes, and audiences
  - Independently select writing topics and formats for personal enjoyment, interest, and academic tasks

### Speaking, Viewing, Listening, Media

- Come to discussions prepared, having read or studied the required material; explicitly draw on that preparation to explore ideas being discussed
- Follow agreed upon rules for discussions
- Ask clarifying questions and stay on topic
- Explain their own ideas and understanding in light of the discussion
- Cooperate and compromise as appropriate for productive group discussions
- Follow multi-step oral directions
- Determine main ideas and supporting details of a text read aloud or information presented in diverse formats
- Ask and answer questions about information from a speaker
- Report on a topic and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant detail, speaking clearly at an understandable pace
- Create engaging audio recordings of stories or poems that demonstrate fluid reading; add visual displays when appropriate to enhance facts or details
- Speak in complete sentences when appropriate
- Make informed judgments about messages promoted in the mass media
- Locate and use print, non-print, and digital resources identifying reasons for choosing information used
- Check for accuracy in pictures and images
- Recognize safe practices in personal media communications
- With support, create an individual or shared multimedia work for a specific purpose to share with an audience

## Language

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in a particular sentence
- Form and use regular and irregular plural nouns and verbs
- Form and use simple verb tenses
- Ensure subject-verb and pronoun-antecedent agreement
- Form and use comparative and superlative adjectives and adverbs
- Use coordinating and subordinating conjunctions
- Produce simple, compound, and complex sentences
- Capitalize appropriate words in titles
- Use commas in addresses
- Use commas and quotation marks in dialogue
- Form and use possessives
- Use spelling patterns and generalizations (word families, syllable patterns, ending rules) in writing words
- Consult reference materials as needed to check and correct spelling
- Use sentence-level context as a clue to the meaning of a word or phrase
- Use a known root word as a clue to the meaning of an unknown words with the same root
- Use dictionaries to determine or clarify the precise meaning of key words and phrases
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*)

## **Math**

### Number and Operation

- Compare, order, and represent whole numbers to 1,000,000
- Use place value to describe whole numbers between 1,000 and 1,000,000 in terms of ten thousands, thousands, hundreds, tens, and ones
- Find 10,000 more or less than a given five-digit number. Find 1,000 more or less than a given four- or five-digit number. Find 100 more or less than a given four- or five-digit number
- Count by twos, threes, fives, and tens; count by tens from any given number
- Write numbers in expanded form
- Identify ordinal position, 1<sup>st</sup> to 100<sup>th</sup>
- Round numbers to nearest 10,000, 1,000, 100 and 10
- Add and subtract multi-digit numbers based on knowledge of place value including standard algorithms
- Use addition, subtraction, multiplication and division to solve real-world mathematical problems
- Represent multiplication facts by using a variety of approaches (repeated addition, equal-sized groups, arrays, models, number line)
- Recognize the relationship between multiplication and division
- Mentally multiply by 10, 100, and 1,000
- Identify perfect squares (and square roots) and recognize the square root sign
- Use strategies and algorithms to multiply a two- or three-digit number by a one-digit number
- Read and write fractions with words and symbols
- Recognize fractions to  $\frac{1}{10}$
- Write mixed numbers
- Understand that the size of a fractional part is relative to the size of the whole
- Order and compare fractions with like denominators
- Identify Roman numerals from 1 to 20
- Make change, using as few coins as possible
- Add and subtract amounts of money
- Multiply and divide amounts of money by small whole numbers
- Understand what negative numbers are in relation to familiar uses
- Locate positive and negative numbers on a number line

## Algebra

- Create, describe, and apply single operation input-output rules involving addition, subtraction and multiplication to solve problems
- Understand how to interpret number sentences involving unknowns

## Geometry and Measurement

- Identify lines as vertical, horizontal, parallel, or perpendicular
- Name lines and line segments
- Identify angles by letter name
- Compute area in square inches or centimeters
- Recognize and draw congruent figures; identify a line of symmetry, and create symmetric figures
- Sketch polygons with a given number of sides or vertices
- Identify solid figures; sphere, cube, rectangular solid, pyramid, cone, cylinder
- Use quarter units ( $\frac{1}{4}$ ) when measuring distances
- Make linear measures in yards, feet, inches; and, in centimeters and meters
- Find the perimeter of a polygon
- Compare weights of objects using a balance scale
- Estimate and measure weight in ounces and pounds; grams and kilograms
- Know measurement abbreviations: lb., oz., g, kg
- Estimate and measure liquid capacity in cups, pints, quarts, gallons, and liters
- Know that 1 quart = 2 pints; 1 gallon = 4 quarts
- Tell time to the minute; determine elapsed time to the minute
- Using a calendar, identify the date, day of week, month, and year
- Write the date using words and numbers, and only numbers
- Know relationships among units of time
- Use a thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius
- Identify the freezing point of water

## Data Analysis and Probability

- Collect, display, and interpret data using frequency tables, bar graphs, picture graphs and number lines. Use appropriate titles, labels and units

## **Music**

- Elements of Music
  - Through participation, become familiar with basic elements of music
- Understand musical notation
- Listening and Understanding
- The Orchestra
  - Families of instruments
  - Listen to music that emphasizes different orchestra families
- Composers and their Music
  - Peter Ilich Tchaikovsky
  - John Philip Sousa
  - Aaron Copland
- Musical Connections
- Songs

## Art

- Elements of Art
  - Light
  - Space
  - Design
- American Indian Art
  - Kachina dolls
  - Navajo blankets and rugs, sand paintings
  - Masks
- Art of Ancient Rome and Byzantine Civilization
  - Le Pont du Gard
  - The Pantheon
  - Byzantine mosaics
  - Hagia Sophia

## Spanish

- Review of Previous Grades
- Numbers (1-100)
- Cultural Aspects of Spanish
- Continue Building Vocabulary
- Famous Hispanics

## Technology

- Develop Technological Awareness
- Practice Keyboarding Skills
- Develop Paint, Draw, and Graphic Skills
- Practice Word Processing
- Increase Information Systems Knowledge
- Increase Network Awareness
- Use Internet for Research Purposes
- Learn Multimedia Skills

## Social Studies

### World History and Geography

- World Geography
  - Spatial Sense
    - Name continent, country, state, community
    - Understand that maps have keys or legends with symbols and their uses
    - Find directions on a map
    - Identify major oceans
    - Identify the seven continents
    - Locate Canada, United States, Mexico, Central America
    - Locate the Equator, Northern and Southern Hemispheres, North and South Poles
    - Measure straight-line distances using a bar scale
    - Use an atlas and online sources to find geographic information
  - Geographical Terms and Features
    - boundary, channel, delta, isthmus, plateau, reservoir, strait
  - Canada
    - Location
    - French and British heritage
    - Rocky Mountains
    - Hudson Bay, St. Lawrence River, Yukon River
    - Provinces and major cities
  - Important Rivers of the World
    - Terms: source, mouth, tributary, drainage, basin
    - Asia: Ob, Yellow, Yangtze, Ganges, Indus
    - Africa: Nile, Niger, Congo
    - South America: Amazon, Parana, Orinoco
    - North America: Mississippi and major tributaries, Mackenzie, Yukon
    - Australia: Murray-Darling
    - Europe: Volga, Danube, Rhine

- Ancient Rome
  - Geography of the Mediterranean Region
    - Mediterranean Sea, Aegean Sea, Adriatic Sea
    - Greece, Italy, France, Spain
    - Strait of Gibraltar, Atlantic Ocean
    - North Africa, Asia Minor, Turkey
    - Bosphorus, Black Sea, Istanbul
    - Red Sea, Persian Gulf, Indian Ocean
  - Background
    - Define B.C. / A.D.
    - Legend of Romulus and Remus
    - Latin
    - Worship of gods and goddesses
    - The Republic: Senate, Patricians, Plebeians
    - Punic Wars: Carthage, Hannibal
  - The Empire
    - Julius Ceasar
    - Augustus Caesar
    - Life in the Roman Empire
    - Eruption of Mt. Vesuvius, Pompeii
    - Persecution of Christians
  - The “Decline and Fall” of Rome
    - Weak and corrupt emperors (Nero)
    - Civil Wars
  - The Eastern Roman Empire: Byzantine Civilization
    - Constantine
    - Constantinople (Istanbul)
    - Justinian
  - The Vikings
    - Skilled sailors and shipbuilders
    - Traders, and sometimes raiders of the European coast
    - Eric the Red and Leif Ericson
    - Earliest Europeans we know of to come to North America
      - Locate: Greenland, Canada, Newfoundland

### American History and Geography

- The Earliest Americans
  - Crossing the land bridge
    - Ice Age
    - Inuits, Anasazi, Mound Builders
- Early Exploration of North America
  - Early Spanish Exploration and Settlement
    - Ponce de Leon
    - Hernando de Sota
    - Founding of St. Augustine
    - Geography
      - Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River
  - Exploration of the American Southwest
    - Early Spanish explorers
    - Coronado and the legend of the “Seven Cities of Cibola”
    - Geography: Grand Canyon and Rio Grande
    - Conflicts with Pueblo Indians
  - The Search for the Northwest Passage
    - John Cabot
    - Champlain
    - Henry Hudson
    - Geography: Quebec, St. Lawrence River, Canada, The Great Lakes
- The Thirteen Colonies
  - Geography
    - Colonies by region
    - Climate
    - Development of trade and government
  - Southern Colonies
    - Virginia
      - Chesapeake Bay
      - Virginia Company
      - Jamestown
      - John Smith
      - Pocahontas

- The Starving Time
- Plantations
- 1619: slaves brought to Virginia
- Maryland
  - Catholic colony
  - Lord Baltimore
- South Carolina
  - Charleston
  - Plantations and slave labor
- Georgia
  - James Oglethorpe
- Slavery
  - Economy
  - Indentured vs. property slavery
  - The Middle Passage
- New England Colonies
  - Development of maritime economy
    - Fishing and shipbuilding
  - Massachusetts
    - Church of England
    - The Pilgrims
    - The Puritans
  - Rhode Island
    - Roger Williams
    - Anne Hutchinson
- Middle Atlantic Colonies
  - New York
    - Dutch settlement
    - Dutch West India Company
    - English take over from the Dutch
  - Pennsylvania
    - William Penn
    - Society of Friends, “Quakers”
    - Philadelphia

- Human voice
- Protecting your hearing
- **Ecology**
  - Habitats, interdependence of organisms and their environment
  - The concept of “balance of nature”
  - Food chain
  - Ecosystems
  - Man-made threats to the environment
  - Protecting the environment
- **Astronomy**
  - The “Big Bang”
  - The universe
  - Galaxies
    - Milky Way and Andromeda
  - Our solar system
    - Sun and the planets
  - Planetary motion
    - Day and night
    - Sunrise and sunset
    - Seasons
  - Gravity
    - Gravitational pull of the moon
  - Asteroids, meteors, comets
  - Eclipse
  - Stars and constellations
  - Space Exploration
    - Telescopes
    - Rockets and satellites
    - Apollo 11
    - Space shuttles
- **Participate in the Science Fair**
  - Follow school guidelines and expectations
- **Science Biographies**
  - Alexander Graham Bell
  - Copernicus
  - Mae Jemison
  - John Muir

## Science

- **Introduction to Classification of Animals**
  - Determine animal classification based on characteristics they share
  - Identify different classes of vertebrates
    - Fish, amphibians, reptiles, birds, mammals
- **The Human Body**
  - The Muscular System
    - Involuntary and voluntary muscles
  - The Skeletal System
    - Bones and marrow
    - Musculo-skeletal connections
    - Skull, spinal column, joints
    - Ribs, rib cage, sternum
    - Scapula, pelvis, tibia, fibula
    - Broken bones
  - The Nervous System
    - Brain, spinal cord
    - Nerves and reflexes
  - Vision: How the Eye Works
    - Parts of the eye, optic nerve
    - Farsighted and nearsighted
  - Hearing: How the Ear Works
    - Sound as vibration
    - Outer ear, eardrum, auditory nerve
- **Light and Optics**
  - Speed of light
  - Light travels in straight lines
  - Transparent and opaque objects
  - Reflection
  - The spectrum
  - Lenses
- **Sound**
  - Causes
  - Sound waves
  - Qualities of sound
    - Pitch and Intensity

## Physical Education

- Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities
  - Understand elements of dance
  - Demonstrate dynamic and static balance
- Demonstrate understanding of movement concepts, principles, strategies, and tactics
  - Use feedback to improve performance
  - Recognize fitness components
- Participate regularly in physical activity
  - Participate in classroom activities
  - Engage in moderate to vigorous activity
- Achieve and maintain a health-enhancing level of fitness
  - Identify the physiological indicators that accompany moderate to vigorous activity
  - Identify personal fitness strengths and weaknesses using a National Fitness Test
- Exhibit responsible personal and social behavior in physical activity settings
  - Apply rules, procedures, etiquette, and safe practices with little or no reinforcement
  - Work cooperatively
- Value physical activity for health, enjoyment, challenge, self-expression, and social interaction

## Health

- Nutrients and Digestion
- Food Labels and Eating
- Genetics
- Fighting Disease
- Drug Safety
- Grief and Loss
- Saying No! Keeping Safe
- Ears and Eyes