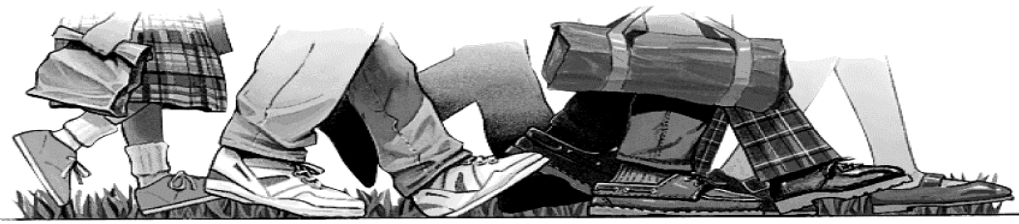




Learning Goals

Grade

3



We prepare learners for the future

Our Mission

The mission of Plainfield Community Consolidated School District No. 202 — the primary source of comprehensive, high quality education in a trusting, supportive environment — is to develop, at all levels, responsible, successful citizens by providing an education, in cooperation with home and community, which: fosters each individual's value, uniqueness, and importance and promotes lifelong learning in an ever-changing society.

Our Goals

District 202 recognizes the need for a vision that embraces and embodies the desires and aspirations of our learning community. We will encourage and support our students, parents, community, staff, and Board of Education as they dedicate their time, talent, and resources in support and pursuit of these goals.

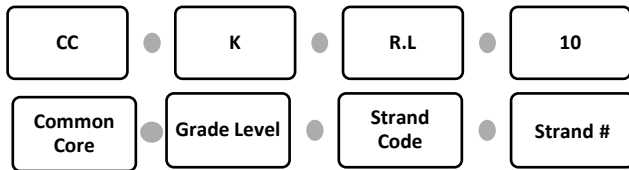
1. Our Learning Community will be a place where each person can achieve his or her maximum individual potential.
2. Optimal learning cultures, climates, and facilities will be developed and maintained.
3. Communication strategies will create a climate of inclusion, trust, and shared responsibility.
4. Resources will be developed and optimized to fulfill the vision, mission, and goals of the District.

This brochure created by K-5 curriculum committees in all learning areas is intended to provide parents and community members with a listing of important learning goals. The lists does contain all of the content or skills that students will experience during the school year for English Language Arts and Math. The lists does not contain all of the content or skills that students will experience during the school year for Science, Social Studies and Physical Education/Health. A more complete listing is used by teachers to prepare lessons and activities on a daily basis; however, this list should help parents and teachers as they discuss academic progress.

Key

Outcomes are the unit of study

Components are the skills to support the unit



Strand Codes

RL = Reading Standards for Literature

RI = Reading Standards for Informational Text

RF = Reading Standards: Foundational Skills

W = Writing

SL = Speaking and Listening

L = Language

English Language Arts

OUTCOME A: Students will read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. CC.3.R.L.10

Components

ELA.003.A.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC.3.R.L.1

ELA.003.A.2 Recount stories, including fables, folktales, myths, dramas, and poetry from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. CC.3.R.L.2

ELA.003.A.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. CC.3.R.L.3

ELA.003.A.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. CC.3.R.L.4

ELA.003.A.5 Identify alliteration and onomatopoeia within text.

ELA.003.A.6 Describe how consecutive chapters, scenes, and stanzas are related and build on earlier sections, using precise language. CC.3.R.L.5

ELA.003.A.7 Distinguish their own point of view from that of the narrator or those of the characters. CC.3.R.L.6

ELA.003.A.8 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). CC.3.R.L.7

ELA.003.A.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (ex. in books from a series). CC.3.R.L.9

OUTCOME B: Students will read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. CC.3.R.I.10

Components

ELA.003.B.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. CC.3.R.I.1

ELA.003.B.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. CC.3.R.I.2

ELA.003.B.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. CC.3.R.I.3

ELA.003.B.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. CC.3.R.I.4

ELA.003.B.5 Locate and use information relevant to a given topic using text features (maps, graphs, photographs) and search tools (sidebars, key words, hyperlinks). CC.3.R.I.5, CC.3.R.I.7

ELA.003.B.6 Distinguish their own point of view from that of the author of a text. CC.3.R.I.6

ELA.003.B.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). CC.3.R.I.7

ELA.003.B.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). CC.3.R.I.8

ELA.003.B.9 Compare and contrast the most important points and key details presented in two texts on the same topic. CC.3.R.I.9

OUTCOME C: Students will apply grade-level phonics and word analysis when decoding and read with fluency to support comprehension. CC.3.R.F.3/4

Components

ELA.003.C.1 Identify and define the most common prefixes and derivational suffixes. CC.3.R.F.3.a

ELA.003.C.2 Decode words with common Latin suffixes and multi-syllable words. CC.3.R.F.3.b/c

ELA.003.C.3 Orally read grade-appropriate irregularly spelled words. CC.3.R.F.3.d

ELA.003.C.4 Orally read grade-level literature, including prose and poetry, with accuracy, appropriate rate, and expression for understanding. CC.3.R.F.4.a/b

ELA.003.C.5 Explain strategies that can be used to clarify meaning when reading. CC.3.R.F.4.c

OUTCOME D: Students will use the writing process to write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. CC.3.W.3

Components

ELA.003.D.1 Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. CC.3.W.3.a/4

ELA.003.D.2 Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. CC.3.W.3.b

ELA.003.D.3 Use temporal words and phrases to signal event order. CC.3.W.3.c

ELA.003.D.4 Provide a sense of closure. CC.3.W.3.d

ELA.003.D.5 Use commas and quotation marks in dialogue. CC.3.L.2.c

ELA.003.D.6 Produce simple, compound, and complex sentences within narrative writing. CC.3.L.1.i

ELA.003.D.7 Use spelling patterns, generalizations, and reference materials (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, word wall words, and beginning dictionaries) in writing words within narrative writing. CC.3.L.2.f

ELA.003.D.8 Choose words and phrases for effect by including specific words to bring a sentence or story to life within narrative writing (ex. Interjections, sensory details, and imagery). CC.3.L.3.a

OUTCOME E: Students will use the writing process to write multi-paragraph informative/explanatory texts to examine a topic and convey ideas and information clearly. CC.3.W.2

Components

ELA.003.E.1 Introduce a topic and group related information together; include illustrations when useful to aid comprehension. CC.3.W.2.a/4

ELA.003.E.2 Develop the topic with facts, definitions, and details. CC.3.W.2.b

ELA.003.E.3 Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. CC.3.W.2.c

ELA.003.E.4 Provide a concluding statement or section. CC.3.W.2.d

ELA.003.E.5 Use technology to produce and publish writing (using keyboarding skills). CC.3.W.6

ELA.003.E.6 Produce simple, compound, and complex sentences within formative writing. CC.3.L.1.i

ELA.003.E.7 Use spelling patterns, generalizations, and reference materials (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, word wall words, and beginning dictionaries) in writing words within formative writing. CC.3.L.2.f

ELA.003.E.8 Choose words and phrases for effect by including specific words to bring a sentence or story to life within formative writing (ex. Interjections, sensory details, and imagery). CC.3.L.3.a

OUTCOME F: Students will use the writing process to write multi-paragraph opinion pieces on familiar topics or texts, supporting a point of view with reasons. CC.3.W.1

Components

ELA.003.F.1 Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. CC.3.W.1.a/4

ELA.003.F.2 Provide reasons that support the opinion. CC.3.W.1.b

ELA.003.F.3 Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. CC.3.W.1.c

ELA.003.F.4 Provide a concluding statement or section. CC.3.W.1.d

ELA.003.F.5 Use spelling patterns, generalizations, and reference materials (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, word wall words, and beginning dictionaries) in writing words. CC.3.L.2.f

ELA.003.F.6 Produce simple, compound, and complex sentences within opinion writing. CC.3.L.1.i

ELA.003.F.7 Choose words and phrases for effect by including specific words to bring a sentence or story to life within opinion writing (ex. Interjections, sensory details, and imagery). CC.3.L.3.a

OUTCOME G: Using the writing process with guidance and support from adults and peers, students will conduct and present research projects.

Components

ELA.003.G.1 Produce writing in which the development and organization are appropriate to the task and purpose, with guidance and support from peers and adults. CC.3.W.4

ELA.003.G.2 Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults. CC.3.W.5

ELA.003.G.3 Use technology to produce and publish writing, with guidance and support from peers and adults within research writing. CC.3.W.6

ELA.003.G.4 Conduct research to gather information from print and digital sources. CC.3.W.7

ELA.003.G.5 Organize information from research in the form of notes. CC.3.W.8

ELA.003.G.6 Compose a multi-paragraph written presentation to relay information about a topic.

ELA.003.G.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.3.W.10

ELA.003.G.8 Report on the researched topic using appropriate facts and relevant details, speaking at an understandable pace, and adding visual displays when appropriate to emphasize or enhance certain facts or details. CC.3.SL.4/5

ELA.003.G.9 Use spelling patterns, generalizations, and reference materials (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, word wall words, and beginning dictionaries) in writing words within research writing. CC.3.L.2.f

OUTCOME H: Students will construct and support a point of view based on text and/or ideas for the purpose of discussion.

Components

ELA.003.H.1 Use information from text or required material to state their point of view for the purpose of discussion. CC.3.SL.1.a

ELA.003.H.2 Apply agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). CC.3.SL.1.b

ELA.003.H.3 Ask related questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CC.3.SL.1.c

ELA.003.H.4 Explain their own ideas and understanding in light of the discussion. CC.3.SL.1.d

ELA.003.H.5 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. CC.3.SL.6

OUTCOME I: Students will listen and respond critically in grade level situations.

Components

ELA.003.I.1 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.3.SL.2

ELA.003.I.2 Ask questions about information from a speaker. CC.3.SL.3

ELA.003.I.3 Answer questions about information from a speaker using details to support their answer. CC.3.SL.3

OUTCOME J: Students will read and write in cursive format.

Components

ELA.003.J.1 Write words in cursive using only lower case letters. LA.003.H.2

ELA.003.J.2 Write upper case letters in cursive. LA.003.H.3

ELA.003.J.3 Write sentences in cursive combining upper and lower case letters. LA.003.H.4

ELA.003.J.4 Read passages produced in cursive format. LA.003.H.5

ELA.003.J.5 Write formal papers in cursive.

OUTCOME K: Students will demonstrate command of the conventions of standard English grammar, usage, and spelling when writing and speaking (assess either in original sentences or identify from choices).

Components

ELA.003.K.1 Define nouns, pronouns, verbs, adjectives, and adverbs and identify them in particular sentences. CC.3.L.1.a

ELA.003.K.2 Form and use regular and irregular plural nouns. CC.3.L.1.b

ELA.003.K.3 Identify and use abstract nouns. CC.3.L.1.c

ELA.003.K.4 Identify and use regular and irregular verbs. CC.3.L.1.d

ELA.003.K.5 Identify simple (e.g., I walked; I walk; I will walk) verb tenses. CC.3.L.1.e

ELA.003.K.6 Use subject-verb and pronoun-antecedent agreement. CC.3.L.1.f

ELA.003.K.7 Use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. CC.3.L.1.g

ELA.003.K.8 Use coordinating and subordinating conjunctions. CC.3.L.1.h

ELA.003.K.9 Capitalize appropriate words in titles. CC.3.L.2.a

ELA.003.K.10 Identify and use possessives (ex. know the difference between it's and its). CC.3.L.2.d

ELA.003.K.11 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). CC.3.L.2.e

ELA.003.K.12 Identify differences between the conventions of spoken and written standard English (ie. Dialogue, fragmented sentences, emotion, etc.). CC.3.L.2.b

OUTCOME L: Students will determine and demonstrate the meaning of unknown words, multiple-meaning words and phrases, word relationships, and nuances in word meanings based on grade 3 reading and content.

Components

ELA.003.L.1 Use context clues within a sentence to determine the meaning of a word or phrase. CC.3.L.4.a

ELA.003.L.2 Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). CC.3.L.4.b

ELA.003.L.3 Determine the meaning of a known root word as a clue to understanding the meaning of an unknown word with the same root (e.g., company, companion). CC.3.L.4.c

ELA.003.L.4 Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. CC.3.L.4.d

ELA.003.L.5 Distinguish the literal and nonliteral meanings of words and phrases in context including similes and metaphors (e.g., take steps). CC.3.L.5.a

ELA.003.L.6 Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).CC.3.L.5.b

ELA.003.L.7 Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). CC.3.L.5.c

ELA.003.L.8 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them). CC.3.L.6

English Language Arts Honors

OUTCOME A: Apply grade level phonics and word analysis when decoding and read with fluency to support comprehension.

Components

ELA.03H.A.1 Orally read with sufficient accuracy and fluency to support comprehension. CC.4.R.F.4

ELA.03H.A.2 Orally read on-level text with purpose and answer questions to demonstrate understanding. CC.4.R.F.4.a

ELA.03H.A.3 Demonstrate self-correction strategies (e.g. use context, rereading) when orally reading a passage to confirm or self-correct word recognition and understanding. CC.4.R.F.4.c

ELA.03H.A.4 Orally read on-level prose and poetry with accuracy, appropriate rate, and expression. CC.4.R.F.4.b

ELA.03H.A.5 Read and demonstrate grade-level phonics and word analysis skills (e.g. Multi-syllabic words; determine structure by finding compound words, prefixes, suffixes, syllables...) in decoding words. CC.4.R.F.3

ELA.03H.A.6 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. CC.4.R.F.3.a

OUTCOME B: Identify, read, analyze and comprehend literature, including stories, dramas, and poetry, for implicit and explicit meanings in grade appropriate text proficiently, with scaffolding as needed at the high end of the range. CC.4.R.L.10

Components

ELA.03H.B.1 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. CC.4.R.L.7

ELA.03H.B.2 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. CC.4.R.L.9

ELA.03H.B.3 Utilize details and examples in a text to explain what the text says explicitly and when drawing inferences from the text (e.g. probable outcomes or actions before, during, and after reading, generalizations about the text). CC.4.R.L.1

ELA.03H.B.4 Justify a theme of a story, drama, or poem from the details in the text; summarize the main ideas and supporting details of a passage. CC.4.R.L.2

ELA.03H.B.5 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions) and explain how it affects the plot within a text. CC.4.R.L.3

ELA.03H.B.6 Apply various strategies (eg. context clues, root words, affixes) to determine the meanings of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). CC.4.R.L.4

ELA.03H.B.7 Explain major differences between poems, drama, and prose, and give examples of the structural elements of poems (e.g., verse, rhythm, meter, rhyme, and rhyme scheme) and drama (e.g., casts of characters, setting descriptions, dialogue, stage directions) when writing or speaking about a text. CC.4.R.L.5

ELA.03H.B.8 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. CC.4.R.L.6

ELA.03H.B.9 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions] in order to support ideas about a character, setting or event. CC.4.W.9.a

OUTCOME C: Locate, read, analyze and comprehend informational texts, including history/social studies, science, and technical texts, for key ideas and details and integrate implicit and explicit knowledge in the grades appropriate text proficiently, with scaffolding as necessary at the high end of the range. CC.4.R.I.10

Components

ELA.03H.C.1 Identify the main idea of a text and explain how it is supported by key details; summarize the text. CC.4.R.I.2

ELA.03H.C.2 Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. CC.4.R.I.7

ELA.03H.C.3 Explain how an author uses reasons and evidence to support particular points in a text. CC.4.R.I.8

ELA.03H.C.4 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. CC.4.R.I.3

ELA.03H.C.5 Identify general academic (stroll instead of walk), content specific words, and phrases in a text and use various strategies (e.g. context clues, root words, and affixes) to determine meaning. Locate and use resources (e.g., glossary, footnote, dictionary) to assist me in determining a meaning of unknown words and phrases. CC.4.R.I.4

ELA.03H.C.6 Compare and contrast different texts/writings of the same event or topic; describe the differences in focus and the information provided. CC.4.R.I.6

ELA.03H.C.7 Locate details and examples in a text explaining what the text says explicitly and when drawing inferences from the text. CC.4.R.I.1

ELA.03H.C.8 Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. CC.4.R.I.5

OUTCOME D: Use the writing process to write clear, coherent, and focused multi-paragraph opinion pieces on topics or texts that support a point of view with reasons and information in which the development and organization are appropriate to task, purpose, and audience. CC.4.W.1, CC.4.W.4

Components

ELA.03H.D.1 State a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose. CC.4.W.1.a

ELA.03H.D.2 Write reasons that are supported by facts and details, write words and phrases (e.g., for instance, in order to, in addition) that link opinion and reasons, and write a concluding statement or section related to the opinion presented. CC.4.W.1.d

ELA.03H.D.3 Plan, revise, and edit writing with peers and adults. CC.4.W.5

ELA.03H.D.4 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CC.4.L.1.f

ELA.03H.D.5 Make correct capitalization. CC.4.L.2.a

ELA.03H.D.6 Use commas and quotation marks to mark direct speech and quotations from a text. CC.4.L.2.b

ELA.03H.D.7 Choose or label punctuation for effect. CC.4.L.3.b

ELA.03H.D.8 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). CC.4.L.1.d

ELA.03H.D.9 Spell grade-appropriate words correctly, consulting references as needed. CC.4.L.2.d

ELA.03H.D.10 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CC.4.W.4

OUTCOME E: Use the writing process to write clear, coherent, and focused multi-paragraph informative/explanatory pieces that examine a topic and convey ideas and information clearly, in which the development and organization are appropriate to task, purpose, and audience. CC.4.W.2, CC.4.W.4

Components

ELA.03H.E.1 State a topic clearly and group related information in paragraphs and sections; utilize formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. CC.4.W.2.a

ELA.03H.E.2 Produce support for the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. CC.4.W.2.b

ELA.03H.E.3 Write words and phrases (e.g., another, for example, also, because) that link ideas within categories of information, and write a concluding statement or section related to the information or explanation presented. CC.4.W.2.c

ELA.03H.E.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.4.W.2.d

ELA.03H.E.5 Plan, revise, and edit writing with peers and adults. CC.4.W.5

ELA.03H.E.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CC.4.L.1.f

ELA.03H.E.7 Make correct capitalization. CC.4.L.2.a

ELA.03H.E.8 Use commas and quotation marks to mark direct speech and quotations from a text. CC.4.L.2.b

ELA.03H.E.9 Choose or label punctuation for effect. CC.4.L.3.b

ELA.03H.E.10 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). CC.4.L.1.d

ELA.03H.E.11 Spell grade-appropriate words correctly, consulting references as needed. CC.4.L.2.d

ELA.03H.E.12 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CC.4.W.4

OUTCOME F: Use the writing process to write clear, coherent, and focused multi-paragraph narrative pieces that develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences, in which the development and organization are appropriate to task, purpose, and audience. CC.4.W.3, CC.4.W.4

Components

ELA.03H.F.1 Create an opening that describes a situation and introduces a narrator and/or characters; organize a series of events in a natural and logical order. CC.4.W.3.a

ELA.03H.F.2 Use dialogue and description to develop experiences and events or show the responses of characters to situations, use a variety of transitional words and phrases to manage the sequence of events, and use concrete words and phrases and sensory details to convey experiences and events precisely. CC.4.W.3.d

ELA.03H.F.3 Compose a conclusion that follows from the narrated experiences or events. CC.4.W.3.e

ELA.03H.F.4 Plan, revise, and edit writing with peers and adults. CC.4.W.5

ELA.03H.F.5 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. CC.4.L.1.f

ELA.03H.F.6 Make correct capitalization. CC.4.L.2.a

ELA.03H.F.7 Use commas and quotation marks to mark direct speech and quotations from a text. CC.4.L.2.b

ELA.03H.F.8 Choose or label punctuation for effect. CC.4.L.3.b

ELA.03H.F.9 Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag). CC.4.L.1.d

ELA.03H.F.10 Spell grade-appropriate words correctly, consulting references as needed. CC.4.L.2.d

ELA.03H.F.11 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. CC.4.W.4

OUTCOME G: Research to build and present knowledge to inform and to support analysis of texts.

Components

ELA.03H.G.1 Develop short research projects that build knowledge through investigation of different aspects of a topic. CC.4.W.7

ELA.03H.G.2 State relevant information from experiences or locate relevant information from print and digital sources; record notes and categorize information, and list sources. CC.4.W.8

ELA.03H.G.3 Write evidence from literary or informational texts to support analysis, reflection, and research. CC.4.W.9

ELA.03H.G.4 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. CC.4.R.1.9

ELA.03H.G.5 Explain how an author uses reasons and evidence to support particular points in a text” in order to support ideas about an author's particular point. CC.4.W.9.b

ELA.03H.G.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. CC.4.W.6

ELA.03H.G.7 Write over extended time (time for research reflection, and revision) and a shorter time (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CC.4.W.10

ELA.03H.G.8 Spell grade-appropriate words correctly, consulting references as needed. CC.4.L.2.d

OUTCOME H: Collaborate (one-on-one, in groups, and teacher-led) with diverse partners to support speaking and listening comprehension.

Components

ELA.03H.H.1 Explain thoughts and ideas clearly that integrate own and ideas of others in a collaborative discussion with diverse partners on grade 4 topics and texts in a variety of formats (e.g. one-on-one, in groups, and teacher-led). CC.4.SL.1

ELA.03H.H.2 State examples that explicitly draw on required preparation (after having read or studied required material) and other information known about the topic. CC.4.SL.1.a

ELA.03H.H.3 Demonstrate successful collaboration by following agreed-upon rules for discussions and carry out assigned roles. CC.4.SL.1.b

ELA.03H.H.4 Pose and respond to specific questions to evaluate or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. CC.4.SL.1.c

ELA.03H.H.5 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CC.4.SL.1.d

ELA.03H.H.6 Diagnose portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. CC.4.SL.2

ELA.03H.H.7 Identify the reasons and evidence a speaker provides to support particular points. CC.4.SL.3

OUTCOME I: Create a presentation of integrated knowledge and ideas.

Components

ELA.03H.I.1 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. CC.4.SL.4

ELA.03H.I.2 Integrate audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. CC.4.SL.5

ELA.03H.I.3 Demonstrate differentiation between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. CC.4.SL.6, CC.4.L.3.c

OUTCOME J: Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking (CC.4.L.1) and command of the conventions of standard English capitalization, punctuation, and spelling when writing (CC.4.L.2).

Components

ELA.03H.J.1 Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) correctly in a sentence. CC.4.L.1.a

ELA.03H.J.2 Demonstrate the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses correctly in a sentence. CC.4.L.1.b

ELA.03H.J.3 Utilize modal auxiliaries (e.g., can, may, must) to convey various conditions correctly in a sentence. CC.4.L.1.c

ELA.03H.J.4 Form and use prepositional phrases correctly in sentences. CC.4.L.1.e

ELA.03H.J.5 Demonstrate and correctly use frequently confused words (e.g., to, too, two; there, their) in sentences. CC.4.L.1.g

ELA.03H.J.6 Use a comma before a coordinating conjunction in a compound sentence. CC.4.L.2.c

OUTCOME K: Vocabulary Acquisition and Use: Decide or justify the meaning of unknown and multiple-meaning words and phrases (including figurative language) based on grade 4 reading and content, choosing flexibly from a range of strategies. CC.4.L.4

Components

ELA.03H.K.1 Utilize context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. CC.4.L.4.a

ELA.03H.K.2 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). CC.4.L.4.b

ELA.03H.K.3 Select reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. CC.4.L.4.c

ELA.03H.K.4 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. CC.4.L.5

ELA.03H.K.5 Make use of the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. CC.4.L.5.a

ELA.03H.K.6 Identify and explain the meaning of common idioms, adages, and proverbs. CC.4.L.5.b

ELA.03H.K.7 Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). CC.4.L.5.c

ELA.03H.K.8 Use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). CC.4.L.6

ELA.03H.K.9 Use words and phrases to convey ideas precisely. CC.4.L.3.a

OUTCOME L: Students will read and write in cursive format.

Components

ELA.03H.L.1 Write words in cursive using only lower case letters.

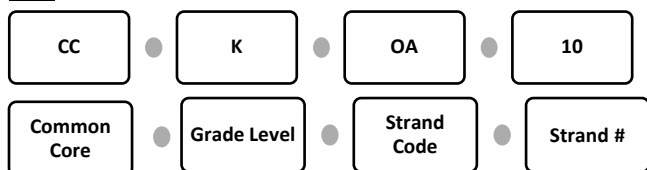
ELA.03H.L.2 Write upper case letters in cursive.

ELA.03H.L.3 Write sentences in cursive combining upper and lower case.

ELA.03H.L.4 Read passages produced in cursive format.

ELA.03H.L.5 Write formal papers in cursive.

Key



Strand Codes

CC = Counting and Cardinality

OA = Operations and Algebraic Thinking

NBT = Number and Operations in Base Ten

MD = Measurement and Data

NF = Number and Operations Fractions

RP = Ratios and Proportional Relationships

NS = Number System

G = Geometry

Math

OUTCOME A: Operation and Algebraic Thinking (Part 1): Students will represent and solve problems involving multiplication and division. In addition to solving problems involving the four operations and identify and explain patterns in arithmetic.

Components

MA.003.A.1 Demonstrate multiplication through equal grouping of objects using pictorial representation. e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. CC.3.OA1

MA.003.A.2 Use multiplication within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. CC.3.OA3

MA.003.A.3 Solve problems using the commutative property of multiplication, e.g. $6 \times 4 = 24$, then $4 \times 6 = 24$; associative property of multiplication. e.g. $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$; distributive property. e.g., one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ CC.3.OA5

MA.003.A.4 Solve two-step word problems using multiplication and division. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. CC.3.OA8

MA.003.A.5 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. e.g. observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. CC.3.OA9

OUTCOME B: Operation and Algebraic Thinking (Part 2): Students will represent and solve problems involving multiplication and division. In addition to solving problems involving the four operations and identify and explain patterns in arithmetic.

Components

MA.003.B.1 Demonstrate division through equal sharing of objects using pictorial representation. e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. CC.3.OA2

MA.003.B.2 Use division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. CC.3.OA3

MA.003.B.3 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ?? \div 3$, $6 \times 6 = ?$ CC.3.OA4

MA.003.B.4 Apply the relationship of multiplication and division to solve for an unknown factor. e.g., find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. CC.3.OA6

OUTCOME C: Geometric Measurement: Students will solve real world and mathematical problems involving area and perimeter of polygons.

Components

MA.003.C.1 Show, explain, and solve problems involving the area of a figure with whole and half square units as shown within a figure and real world objects using multiplication and repeated addition. CC.3.MD6

MA.003.C.2 Find the area of a plane figure with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. CC.3.MD7c

MA.003.C.3 Solve problems involving areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. CC.3.MD7d

MA.003.C.4 Find the area of a figure using a grid, applying this technique to solve real world problems. CC.3.MD6, CC.3.MD5a, CC.3.MD5b

OUTCOME D: Measurement and Data: Students will solve problems involving representation and interpretation of data.

Components

MA.003.D.1 Draw, read, interpret, predict, and organize data represented in a scaled picture graph and a scaled bar graph in addition to solving one and two step “how many more” and “how many less” problems. CC.3.MD3

OUTCOME E: Numbers and Operations in Base Ten: Students will use place value understanding and properties of operations to perform multi-digit arithmetic within 1000.

Components

MA.003.E.1 Round whole numbers to the nearest 10 or 100. CC.3.NBT1

MA.003.E.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. CC.3.NBT2

MA.003.E.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90 e.g., 9×80 , 5×60 using strategies based on place value and properties of operations. CC.3.NBT3

MA.003.E.4 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. CC.3.OA8

OUTCOME F: Fractions: Students will recognize, model, and compare fractions as numbers.

Components

MA.003.F.1 Demonstrate a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a part of size $1/b$. CC.3.NF1

MA.003.F.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. e.g., partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape. CC.3.G2

MA.003.F.3 Identify and represent fractions as part of unit wholes, as part of a set located on a number line (denominators 2, 3, 4, 6, and 8). CC.3.NF2

MA.003.F.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. CC.3.MD4

MA.003.F.5 Recognize two fractions as equivalent if they are the same size, or the same point on a number line. CC.3.NF3a

MA.003.F.6 Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a pictorial fraction model. CC.3.NF3b

MA.003.F.7 Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. e.g., express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. CC.3.NF3c

MA.003.F.8 Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the comparisons with the symbols ($>$, $<$, or $=$) and justify the conclusions, e.g. by using a visual fraction model. CC.3.NF3d

OUTCOME G: Measurement and Data: Students will solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

Components

MA.003.G.1 Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., elapsed time. CC.3.MD1

MA.003.G.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). CC.3.MD2

MA.003.G.3 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. CC.3.MD2

OUTCOME H: Geometric Measurement: Students will solve real world and mathematical problems involving area and perimeter of polygons.

Components

MA.003.H.1 Demonstrate that shapes have different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). CC.3.G.A

MA.003.H.2 Recognize examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories: rhombuses, rectangles, and squares. CC.3.G.A

MA.003.H.3 Show, explain, and solve problems involving the perimeter of a polygon given the side lengths and where a side length is unknown. CC.3.MD.D

MA.003.H.4 Show, explain, and solve problems involving the perimeter of a rectangle with the same perimeter and different area or with the same area and different perimeter, applying this technique to solve real world problems. CC.3.MD.D

OUTCOME I: Operation and Algebraic Thinking: Students will develop fluency and Automaticity of multiplication and division facts within 100.

Components

MA.003.I.1 Demonstrate automaticity for all multiplication facts (0-10). CC.3.OA7

MA.003.I.2 Demonstrate fluency for all division facts (0-10). CC.3.OA7

Math Honors

OUTCOME A: Number Sense: Students will represent, compare, order, and solve problems involving whole numbers to 1,000,000.

Components

MA.03H.A.1 Identify that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right up to the millions place. (For example, $1,000/10=100$, 1000 is ten times 100). CC.4.NBT.1

MA.03H.A.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. CC.4.NBT.2

MA.03H.A.3 Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. CC.4.NBT.2

MA.03H.A.4 Round multi-digit whole numbers to any place up to the millions place while applying place value understanding. CC.4.NBT.3

MA.03H.A.5 Fluently add and subtract multi-digit whole numbers using the standard algorithm. CC.4.NBT.4

MA.03H.A.6 Represent verbal statements of multiplicative comparisons as multiplication equations. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. CC.4.OA.1

MA.03H.A.7 Multiply or divide to solve word problems involving multiplicative comparison. (This is related to repeated addition, $4 \times 3 = 12$, as does $3 + 3 + 3 + 3 = 12$.) CC.4.OA.2

MA.03H.A.8 Solve word problems using equations with a letter standing for the unknown quantity. CC.4.OA.3

OUTCOME B: Multiplication: Students will apply strategies to solve problems involving operations of whole numbers.

Components

MA.03H.B.1 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. CC.4.NBT.5

MA.03H.B.2 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. CC.4.OA.3

MA.03H.B.3 Analyze answers to whole number problems using mental computation and estimation strategies including rounding. CC.4.OA.3

MA.03H.B.4 Create and identify apparent features of a number or shape pattern that follow a given rule. (For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way. CC.4.OA.5

OUTCOME C: Division: Students will apply strategies to solve problems involving operations of whole numbers.

Components

MA.03H.C.1 Illustrate and explain multi-digit (up to four digits) multiplication and division problems using equations, rectangular arrays, and/or area models. CC.4.NBT.5

MA.03H.C.2 Solve for whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. CC.4.NBT.6

MA.03H.C.3 Demonstrate that a whole number is a multiple of each of its factors, determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. CC.4.OA.4

MA.03H.C.4 Identify whether a given whole number in the range 1–100 is prime or composite. CC.4.OA.4

MA.03H.C.5 Identify all factor pairs for a whole number in the range 1–100. CC.4.OA.4

OUTCOME D: Fraction: Students will build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

Components

MA.03H.D.1 Solve addition and subtraction problems with the knowledge that fractions are joined and separated based on parts of the same whole. (For example, $2/3 + 1/3 = 3/3$ or 1 whole). CC.4.NF.3

MA.03H.D.2 Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition with an equation. Justify decompositions, e.g., by using a visual fraction model. Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. CC.4.NF.3

MA.03H.D.3 Solve addition and subtraction problems involving mixed numbers with like denominators. CC.4.NF.3

MA.03H.D.4 Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators. CC.4.NF.3

MA.03H.D.5 Read, write, identify, and model equivalent representations of improper fractions. CC.4.NF.4

MA.03H.D.6 Apply the distributive property to multiply whole numbers by a fraction. CC.4.NF.4

MA.03H.D.7 Solve word problems involving multiplication of a fraction by a whole number. (For example, $2/3 * 4$). CC.4.NF.4

MA.03H.D.8 Create a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). CC.4.MD.4

MA.03H.D.9 Solve problems involving addition and subtraction of fractions by using information presented in line plots. (For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection.) CC.4.NF.5

OUTCOME E: Fraction: Students will model, explain, and compare equivalent fractions. Students will recognize and solve problems involving decimal notation for fractions, and compare decimal fractions.

Components

MA.03H.E.1 Model and explain equivalent fractions within the same size whole. (For example, half of a pizza is equivalent to $2/4$ or $4/8$.) CC.4.NF.1

MA.03H.E.2 Compare two fractions with different numerators and different denominators. (For example, by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.) CC.4.NF.2

MA.03H.E.3 Identify that a fraction with a denominator of 10 is equivalent to a fraction with a denominator of 100, and apply this technique to add two fractions with the respective denominators 10 and 100. (For example, $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$). CC.4.NF.5

MA.03H.E.4 Write and identify fractions with denominators of 10 or 100 in decimal notation. (For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters (say “62 hundredths of a meter”); locate 0.62 on a number line diagram.) CC.4.NF.6

MA.03H.E.5 Order and compare decimals up to hundredths. CC.4.NF.7

OUTCOME F: Measurement: Students will solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

Components

MA.03H.F.1 Compare relative sizes of measurement units within one system of units including length (km., m., cm.); weight (lb., oz.); mass (kg., g.); volume (l., ml.); and time (hr., min., sec.). CC.4.MD.1

MA.03H.F.2 Compare larger units in terms of their related smaller units and vice versa. (For example, 1 ft. is 12 times as long as 1 in.) CC.4.MD.1

MA.03H.F.3 Record measurement equivalents in a two-column table. (For example, know that 1 ft. is 12 times as long as 1 in. Express the length of a 4 ft. snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36),...) CC.4.MD.1

MA.03H.F.4 Apply addition, subtraction, multiplication, and division algorithms to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money. CC.4.MD.2

MA.03H.F.5 Apply the four operations to solve word problems including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. (For example, add a 12 inch section of rope to a 2 ½ foot section of rope.) CC.4.MD.2

MA.03H.F.6 Represent and illustrate measurement quantities using diagrams such as a number line that features a measurement scale. (For example, create a number line from 1 inch-24inches, and at the number 12 it would also be marked 1 foot.) CC.4.MD.2

MA.03H.F.7 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. (For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.) CC.4.MD.3

OUTCOME G: Geometry: Students will draw and identify lines and angles, and classify shapes by properties of their lines and angles.

Components

MA.03H.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. CC.4.G.1

MA.03H.G.2 Classify two-dimensional figures based on the presence or absence of parallel lines, perpendicular lines, or the absence of angles of a specified size. Characterize and identify right triangles. CC.4.G.2

MA.03H.G.3 Identify a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. CC.4.G.3

OUTCOME H: Geometry: Students will measure, calculate, and construct angles and angle measurements.

Components

MA.03H.H.1 Identify that angles are formed when two rays share a common endpoint. CC.4.MD.5

MA.03H.H.2 Model the part of a circle where an angle is representing one part of a whole circle. CC.4.MD.5

MA.03H.H.3 Measure and draw angles in whole-number degrees using a protractor. CC.4.MD.6

MA.03H.H.4 Demonstrate angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure (For example, if one angle within a 90 degree angle equals 25 degrees, what is the unknown angle.). CC.4.MD.7

OUTCOME I: Operation and Algebraic Thinking: Students will develop fluency and Automaticity of multiplication and division facts within 100.

Components

MA.003.I.1 Demonstrate automaticity for all multiplication facts (0-10). CC.3.OA7

MA.003.I.2 Demonstrate fluency for all division facts (0-10). CC.3.OA7

Science

Physical Science

- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. 3-PS2-1
- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. 3-PS2-2
- Ask questions to determine cause and effective relationships of electrical or magnetic interactions between two objects not in contact with each other. 3-PS2-3
- Define a simple design problem that can be solved by applying scientific ideas about magnets. 3-PS2-4

Life Science

- Develop models to describe that organisms have unique and diverse life cycles, but all have in common birth, growth, reproduction, and death. 3-LS1-1
- Construct an argument that some animals form groups that help members survive. 3-LS2-1
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. 3-LS3-1
- Use evidence to support the explanation that traits can be influenced by the environment. 3-LS3-2
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. 3-LS4-4
- Analyze and interpret data from fossils to provide evidence of the organisms and environments in which they lived long ago. 3-LS4-1
- Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantage in surviving, finding mates, and reproducing. 3-LS4-2
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. 3-LS4-3
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. 3-LS4-4

Earth Science

- Represent data in table and graphical displays to describe typical weather conditions expected during a particular season. 3-ESS2-1
- Obtain and combine information to describe climates in different regions of the world. 3-ESS2-2
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. 3-ESS3-1

Social Science

OUTCOME A: The students will interpret maps according to our landforms and bodies of water and nationally and explain how geographic features affect our way of life.

OUTCOME B: Students will identify individuals and events that led to the development of our region.

OUTCOME C: Students will investigate the importance of government and citizenship and explain why they are important to sustaining communities.

OUTCOME D: The students will examine the economic systems of the local community and explain how it supports the community.

Fine Arts

Art

OUTCOME A: Students will identify and create neutral color schemes.

OUTCOME B: Students will compare and contrast a variety of 2D shapes.

OUTCOME C: Students will identify and apply tactile and visual texture.

OUTCOME D: Students will identify and apply the design principal of symmetrical and asymmetrical balance.

OUTCOME E: Students will identify 3d form focusing on texture and balance.

Music

OUTCOME A: Students will demonstrate various rhythm patterns in common time.

OUTCOME B: Students will sing various melodic patterns and textures independently and/or in groups (small or large).

OUTCOME C: Students will visually and aurally identify, and then demonstrate various forms of music.

OUTCOME D: Students will visually and aurally distinguish families of the orchestra.

OUTCOME E: Students will identify notes on the treble clef staff.

OUTCOME F: Students will play pitched instruments independently and/or in small groups.

Physical Education/Health

OUTCOME HA: Students will differentiate healthy and unhealthy choices related to personal health.

OUTCOME HB: Students will examine and identify the immune system, skeletal system and the eye by function(s).

OUTCOME HC: Students will formulate responsible strategies of decision making.

OUTCOME PA: Students will demonstrate locomotor, non locomotor, rhythmic, and manipulative skills in individual groups and team activities.

OUTCOME PB: Students will demonstrate and integrate the principles of health related fitness components by participating in physical activities.