

Third Grade Parent Guide to Grade-Level Standards



The District School Board of Collier County

2019-2020



www.collierschools.com

Dr. Kamela Patton
Superintendent of Schools

THE DISTRICT SCHOOL BOARD OF COLLIER COUNTY

Stephanie Lucarelli, Chair
Erick Carter, Vice Chair
Jen Mitchell, Member
Roy M. Terry, Member
Dr. Jory Westberry, Member

This report has been prepared by The District School Board of Collier County.
Additional copies, if available, may be obtained by writing:

The District School Board of Collier County
Dr. Martin Luther King, Jr. Administrative Center
5775 Osceola Trail
Naples, Florida 34109-0919

Report Number:
01282020-1

Coordinated by:
Jennifer Kincaid, Executive Director
Elementary Programs

VISION STATEMENT

All students will complete school prepared for ongoing learning as well as community and global responsibilities.

The District School Board of Collier County does not discriminate on the basis of race, color, national origin, sex, disability, or age in the provision of educational opportunities or employment opportunities and benefits. The District School Board does not discriminate on the basis of sex or disability in the education programs and activities that it operates, pursuant to the requirements of Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, respectively. The following personnel should be contacted for inquiries about their rights or to learn how to file a complaint regarding discrimination.

Employees: Educational Equity Act, Title IX, Section 504 (Rehabilitation Act), or the Americans with Disabilities Act, contact Debbie Terry, Assistant Superintendent, Human Resources and Deputy Title IX Coordinator for Employees, (239) 377-0365, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida 34109.

Students: Educational Equity Act, Title IX, or the Age Discrimination Act of 1975, contact Stephen McFadden, Coordinator, School Counseling K-8, and Deputy Title IX Coordinator for Students, (239) 377-0517, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida 34109

Section 504 (Rehabilitation Act) and the Americans with Disabilities Act, contact Dr. Dena Landry, Coordinator, Psychological Services, (239) 377-0521, The District School Board of Collier County, 5775 Osceola Trail, Naples, Florida, 34109.

UNDERSTANDING AND USING THIS BOOKLET

Use this booklet as a guide throughout the school year. It will help you work with your child to master the Florida Standards. This brochure lists the essential skills and concepts which students will be expected to master this year in English language arts, mathematics, science, health, social studies, art, music and physical education.

The standards are the expectations that represent what Florida students are expected to know and be able to do at the end of the year. They focus on seven key subjects:

English Language Arts	Mathematics	Science/Health	Fine Arts
Social Studies	Physical Education	Technology	

THIRD GRADE INFORMATION

Instructional Approach: Teachers use a variety of approaches to teaching and learning in order to meet the wide range of student needs within the classroom. These include whole group instruction, flexible grouping based on interest and/or ability and individual student work. The subject areas are integrated, including technology, as much as possible so that the students see the relationships among the subjects. Emphasis is placed on applying knowledge and skills learned to real world problems.

Homework: Homework is assigned at the discretion of the teacher. If homework is assigned, it should take about 30-45 minutes to complete. If you have any questions or find your child is struggling with the work, please contact the teacher.

Progress Reporting: A student's progress will be reported on a Standards-Based Progress Report that will provide detailed information on how well your child is progressing toward mastery of quarterly standards in each subject area. This progress report reflects the Florida Standards and lists the learning expectations for your child. The progress report lists year-end standards for each subject area and shows student progress. At the end of each grading period, the teacher will indicate your child's performance level in meeting the expectations for the grading period. The Standards-Based Progress Report will use a four point scale. The 1-4 scale replaces traditional grades and indicates the student's most recent performance toward meeting the quarterly expectations.

On the performance scale a:

- 4** = Means your student's work consistently and independently demonstrates understanding beyond what was taught.
- 3** = Means your student's work has consistently shown they have met the grade level standard.
- 2** = Means your student's work is near proficient and consistently shows a partial understanding of the standard.
- 1** = Means your student's work consistently shows a need for extra learning opportunities to reach even a basic understanding and he/she is experiencing difficulty.

All curricular areas, including Related Arts, will report on the standards-based progress report. Attitude and behavior will be reported in a separate "Learner Qualities" section. Related Arts will evaluate learning standards and continue to evaluate effort under their individual disciplines.

Not all standards taught are reflected on the progress report.

Students meeting district expectations for third grade will be promoted to fourth grade at the end of the year. Some students may need more time to develop these critical foundational skills and may be retained at the end of the year. All students must be reading at grade level at the end of 3rd grade to be promoted to 4th grade.

Family/School Connection: Schools and teachers welcome your visits and phone calls. You are encouraged to make the most of all opportunities to be involved in your child's educational experience. One of the most critical factors to success in school is parent interest and involvement. It is a good idea to discuss your child's activities at school, go over all homework and assignments, and read with your child. Call the school to learn how to become involved in the PTO/PTA, School Advisory Council or to volunteer.

THIRD GRADE EXPECTATIONS

The following outlines the State Standards and Benchmarks in each of the subject areas. The bold print in italics indicates the power standards on the standards-based progress report. The bulleted list underneath identifies all the skills and concepts within the power standard that are expected to be mastered.

LANGUAGE ARTS

READING:

Foundational Skills

Knows and applies grade-level phonics and word analysis skills in decoding words

The student:

- identifies and knows the meaning of the most common prefixes and derivational suffixes.
- decodes words with common Latin suffixes.
- decodes multi syllable words.
- reads grade-appropriate irregularly spelled words.

Reads grade-level text accurately and fluently to support comprehension

The student:

- reads on-level text with purpose and understanding.
- reads on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- uses context to confirm or self-correct word recognition and understanding, rereading as necessary.

Literature

Understands the meaning of words and phrases as they are used in a text

Reads and understands a variety of literary texts of appropriate complexity for grade 3

The student:

- asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- recounts stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- describes characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- determines the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- refers to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- distinguishes their own point of view from that of the narrator or those of the characters.
- explains how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- compares and contrasts the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- by the end of the year, reads and comprehends literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Informational Text

Understands the meaning of words and phrases as they are used in a text

Reads and understands informational text of appropriate complexity for grade 3

The student:

- asks and answers questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- determines the main idea of a text; recount the key details and explain how they support the main idea.
- describes 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.
- determines the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
- uses text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- distinguishes their own point of view from that of the author of a text.

- uses 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).
- describes the logical connection between particular sentences and paragraphs in a text
- compares and contrasts the most important points and key details presented in two texts on the same topic.
- by the end of the year, reads and comprehends 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.

WRITING:

Composes a variety of writing with purpose, clarity, details, and elaboration

The student:

- writes opinion pieces on topics or texts, supporting a point of view with reasons.
 - introduces the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - provides reasons that support the opinion.
 - uses linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - provides a concluding statement or section.
- writes informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - introduces a topic and group related information together; include illustrations when useful to aiding comprehension.
 - develops the topic with facts, definitions, and details.
 - uses linking words and phrases
 - provides a concluding statement or section.
- writes narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - establishes a situation and introduces a narrator and/or characters; organize an event sequence that unfolds naturally.
 - uses dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - uses temporal words and phrases to signal event order.
 - provides a sense of closure.

Uses the writing process and digital tools to develop and strengthen writing by planning, revising, editing, and publishing

The student:

- with guidance and support from adults, produces writing in which the development and organization are appropriate to task and purpose.
- with guidance and support from peers and adults, develops and strengthens writing as needed by planning, revising, and editing.
- with guidance and support from adults, uses technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Writes responses to include supportive evidence from print and digital resources

The student:

- conducts short research projects that build knowledge about a topic.
- recalls information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- writes 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.

SPEAKING AND LISTENING:

Participates in group discussions on grade 3 topics and text to deepen comprehension and presents knowledge clearly

The student:

- engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - comes to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - follows 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).

- asks questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- explains their own ideas and understanding in light of the discussion.
- determines the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- asks and answer questions about information from a speaker, offering appropriate elaboration and detail.
- reports on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- demonstrates fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.
- speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE:

Applies rules of English grammar, usage, and mechanics when writing, speaking, reading, or listening

The student:

- demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
 - demonstrates beginning cursive writing skills.
 - explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - forms and uses regular and irregular plural nouns.
 - uses abstract nouns (e.g., childhood, friendship, courage).
 - ensures subject-verb and pronoun-antecedent agreement.
 - forms and uses comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - uses coordinating and subordinating conjunctions.
 - produces simple, compound, and complex sentences.
- demonstrates command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - capitalizes appropriate words in titles.
 - uses commas in addresses.
 - uses commas and quotation marks in dialogue.
 - forms and uses possessives.
 - uses conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
 - uses spelling patterns and generalizations in writing words.
 - consults reference materials, including beginning dictionaries, as needed to check and correct spellings.
- uses knowledge of language and its conventions when writing, speaking, reading, or listening.
 - chooses words and phrases for effect.
 - recognizes and observes differences between the conventions of spoken of Written standard English.

Acquires, understands and uses conversational, academic and content specific words and phrases as found in grade 3 texts

The student:

- determines or clarifies the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - uses sentence-level context as a clue to the meaning of a word or phrase.
 - determines the meaning of the new word formed when a known affix is added to a known word
 - uses a known root word as a clue to the meaning of an unknown word with the same root
 - uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- demonstrates understanding of word relationships and nuances in word meanings.
 - distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - identifies real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - distinguishes shades of meaning among related words that describe states of mind or degrees of certainty .
- acquires and uses accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships.

MATHEMATICS

NUMBER IN BASE TEN:

Uses place value concepts to 1,000 and demonstrates understanding of fractions as numbers

The student:

- develops understanding of fractions as numbers.
- uses place value understanding to round whole numbers to the nearest 10 or 100.

OPERATIONS:

Uses and explains strategies to solve addition, subtraction, multiplication, and division problems

The student:

- represents and solves problems involving multiplication and division.
- understands properties of multiplication and the relationship between multiplication and division.
- multiplies and divides within 100.
- uses place value understanding and properties of operations to perform multi-digit arithmetic.

ALGEBRAIC THINKING:

Uses equations to represent word problems and explains arithmetic patterns

The student:

- solves problems involving the four operations, and identifies and explains patterns in arithmetic.

MEASUREMENT:

Solves measurement problems, finds perimeter and area of figures, and tells time to the nearest minute

The student:

- solves problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- understands concepts of area and relates area to multiplication and to addition.
- recognizes perimeter as an attribute of plane figures and distinguishes between linear and area measures.

DATA:

Constructs and analyzes line plots, scaled picture graphs, and scaled bar graphs

The student:

- represents and interprets data.

GEOMETRY:

Classifies 2-D shapes and partitions shapes into equal shares

The student:

- reasons with shapes and their attributes.

MATHEMATICAL PRACTICES:

Uses grade-level appropriate mathematical practices

The student:

- makes sense of problems, perseveres in solving them, and determines if answers are reasonable.
- uses numbers and symbols to represent problems and strategies used to solve problems.
- constructs arguments, considers ideas of classmates, and questions those that don't seem to make sense.
- models problems with manipulatives, pictures, and number sentences.
- uses math tools appropriately, and recognizes that multiple tools can be used for the same problem, depending on the strategy used.
- is precise in communication, calculations, and measurements.
- looks for patterns and structures in the number system and other areas of math.
- looks for regularity in problem solving tasks.

SCIENCE

THE PRACTICE OF SCIENCE

Applies the skills required in the practice of science

The student:

- raises questions about the natural world, investigates them individually and in groups through free exploration and systematic investigations, and generates appropriate explanations based on those explorations.
- compares the observations made by different groups using the same tools and seeks reasons to explain the differences across groups.
- keeps records as appropriate, such as pictorial, written, or simple charts and graphs, of investigations conducted.
- recognizes the importance of communication among scientists.
- recognizes that scientists question, discuss, and check each others' evidence and explanations.
- infers based on observations.
- explains that empirical evidence is information, such as observations or measurements, that is used to help validate explanations of natural phenomena.

THE ROLE OF THEORIES, LAWS, HYPOTHESES, AND MODELS

Recognizes the role of scientific theories, laws, hypotheses and models

The student:

- recognizes that words in science can have different or more specific meanings than their use in everyday language, for example, energy, cell, heat/cold, and evidence.
- recognizes that scientists use models to help understand and explain how things work.
- recognizes that all models are approximations of natural phenomena; as such, they do not perfectly account for all observations.

EARTH IN SPACE AND TIME

Explains the role and properties of stars, including the Sun

The student:

- explains that stars can be different: some are smaller, some are larger, some appear brighter than others; all except the Sun are so far away that they look like points of light.
- identifies the Sun as a star that emits energy; some of it in the form of light.
- recognizes that the Sun appears large and bright because it is the closest star to Earth.
- explores the Law of Gravity by demonstrating that gravity is a force that can be overcome.
- investigates that the number of stars that can be seen through telescopes is dramatically greater than those seen by the unaided eye.

EARTH STRUCTURES

Explains the role and properties of stars, including the Sun

The student:

- demonstrates that radiant energy from the Sun can heat objects and when the Sun is not present, heat may be lost.

PROPERTIES OF MATTER

Measures and compares properties of solids and liquids; describes changes in matter

The student:

- measures and compares temperatures of various samples of solids and liquids.
- measures and compares the mass and volume of solids and liquids.
- compares materials and objects according to properties such as size, shape, color, texture, and hardness.

CHANGES IN MATTER

Measures and compares properties of solids and liquids; describes changes in matter

The student:

- describes the changes water undergoes when it changes state through heating and cooling by using familiar scientific terms such as melting, freezing, boiling, evaporation, and condensation.

FORMS OF ENERGY

Explains the basic forms of energy and how energy is transferred

The student:

- identifies some basic forms of energy such as light, heat, sound, electrical, and mechanical.

- recognizes that energy has the ability to cause motion or create change.
- demonstrates that light travels in a straight line until it strikes an object or travels from one medium to another.
- demonstrates that light can be reflected, refracted, and absorbed.

ENERGY TRANSFER AND TRANSFORMATIONS

Explains the basic forms of energy and how energy is transferred

The student:

- investigates, observes, and explains that things that give off light often also give off heat.
- investigates, observes, and explains that heat is produced when one object rubs against another, such as rubbing one's hands together.

ORGANIZATION AND DEVELOPMENT OF LIVING ORGANISMS

Describes the role of plant structures and response to stimuli and changing seasons

The student:

- describes structures in plants and their roles in food production, support, water and nutrient transport, and reproduction.
- investigates and describes how plants respond to stimuli (heat, light, gravity), such as the way plant stems grow toward light and their roots grow downward in response to gravity.

DIVERSITY AND EVOLUTION OF LIVING ORGANISMS

Classifies animals and plants into major groups

The student:

- classifies animals into major groups (mammals, birds, reptiles, amphibians, fish, arthropods; vertebrates and invertebrates; those having live births and those which lay eggs) according to their physical characteristics and behaviors.
- classifies flowering and non-flowering plants into major groups such as those that produce seeds, or those like ferns and mosses that produce spores, according to their physical characteristics.

INTERDEPENDENCE

Classifies animals and plants into major groups

The student:

- describes how animals and plants respond to changing seasons.
- recognizes that plants use energy from the Sun, air, and water to make their own food.

SOCIAL STUDIES

AMERICAN HISTORY

Uses technology resources to gather information and interpret primary and secondary sources

The student:

- analyzes primary and secondary sources.
- Utilize technology resources to gather information from primary and secondary sources.
- defines terms related to the social sciences.

GEOGRAPHY

Uses thematic maps, tables, charts, graphs, and photos to analyze geographic information

Uses basic map elements (compass rose, grid, scale, key) and labels continents and oceans

Explains the contributions from various ethnic groups to the United States

The student:

- uses thematic maps, tables, charts, graphs, and photos to analyze geographic information.
- reviews basic map elements (coordinate grid, cardinal and intermediate directions, title compass rose, scale, key/legend with symbols).
- names and identifies the purpose (physical, political, elevation, population) of maps.
- compares maps and globes to develop an understanding of the concept of distortion.
- labels the continents and oceans on a world map.
- uses maps to identify different types of scale to measure distances between two places.

- labels the countries and commonwealths in North America (Canada, United States, Mexico) and in the Caribbean (Puerto Rico, Cuba, Bahamas, Dominican Republic, Haiti, Jamaica).
- identifies the five regions of the United States.
- labels the states in each of the five regions of the United States.
- describes the physical features of the United States, Canada, Mexico and the Caribbean.
- identifies natural and man-made landmarks in the United States, Canada, Mexico and Caribbean.
- investigates how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area.
- describes the climate and vegetation in the United States, Canada, Mexico, and the Caribbean.
- describes the natural resources in the United States, Canada, Mexico, and the Caribbean.
- explains how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean.
- identifies the cultures that have settled the United States, Canada, Mexico, and the Caribbean.
- compares the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean.
- identifies contributions from various ethnic groups to the United States.

CIVICS AND GOVERNMENT

Identifies the levels of government (local, state, federal)

Explains how government gains its power from the people through a written constitution

Identifies group and individual actions of citizens that demonstrate civility, cooperation, and volunteerism

The student:

- explains the purpose and need for government.
- describes how government gains its power from the people.
- explains how government was established through a written Constitution.
- identifies group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues.
- identifies the levels of government (local, state, federal).
- describes how government is organized at the local level.
- recognizes that every state has a state constitution.
- recognizes that the Constitution of the United States is the supreme law of the land.

ECONOMICS

Explains how scarcity results in trade

The student:

- gives examples of how scarcity results in trade.
- lists the characteristics of money.
- recognizes that buyers and sellers interact to exchange goods and services through the use of trade or money.
- distinguishes between currencies used in the United States, Canada, Mexico, and the Caribbean.

HEALTH

HEALTH ENHANCEMENT AND DISEASE PREVENTION CONCEPTS

Recognizes the emotional, mental, physical and social areas of health

The student:

- describes healthy behaviors that affect personal health.
- identifies that there are multiple dimensions of health.
- describes ways a safe, healthy classroom can promote personal health.
- describes common childhood health conditions.
- describes why it is important to seek health care.
- recognizes that body parts and organs work together to form human body systems.
- explores how different family traditions and customs may influence health behavior.
- explores how friends' various traditions and customs may influence health behavior.
- explores how the traditions and customs of the school and community influence health behavior of children.
- identifies classroom and school rules that promote health and disease prevention.
- discusses the positive and negative impacts media may have on health.

- discusses the positive and negative impacts technology may have on health.
- discusses how the community can influence healthy and unhealthy behaviors.

RESPONSIBLE BEHAVIORS

Demonstrates a short term health goal

The student:

- locates resources from home, school, and community that provide valid health information.
- describes how the media influences the selection of health information, products, and services.
- describes criteria for selecting health information, resources, products, and services.
- identifies a variety of technologies to gather health information.
- identifies effective verbal and nonverbal communication skills to enhance health.
- demonstrates refusal skills that avoid or reduce health risks.
- demonstrates nonviolent strategies to manage or resolve conflict.
- explains ways to ask for assistance to enhance personal health.
- recognizes circumstances that can help or hinder healthy decision making.
- explains when assistance is needed when making a health-related decision.
- lists healthy options to health-related issues or problems.
- discusses the potential short-term personal impact of each option when making a health-related decision.
- finds a healthy option when making a decision for him/herself.
- describes the outcomes of a health-related decision.
- selects a personal health goal and track progress toward achievement.
- examines resources that could assist in achieving a small group personal health goal.

PROMOTING HEALTH

The student:

- practices responsible personal health behaviors.
- investigates a variety of behaviors that avoid or reduce health risks.
- suggests others make positive health choices.

PHYSICAL EDUCATION

MOVEMENT SKILLS

Performs basic movement skills

The student:

- applies locomotor skills in a variety of movement settings.
- strikes a stationary object from a stationary position using body parts so that the object travels in the intended direction at the desired height.
- strikes an object continuously using a paddle demonstrating correct technique of a forehand pattern.
- strikes both moving and stationary objects using a long-handled implement.
- maintains control while dribbling with hands or feet against a defender.
- moves in different directions to catch objects of different sizes and weights thrown by a stationary partner.
- throws balls of various sizes and weights to a stationary partner using a correct overhand motion.
- perform teacher-designed sequence using manipulatives (props that reinforces lesson).
- performs one dance accurately and with good technique.
- performs a self-designed gymnastics sequence consisting of clear beginning and ending balances and two different movement elements with correct technique and smooth transitions.
- continuously jumps a self-turned rope.

COGNITIVE ABILITIES

Uses/comprehends vocabulary associated with movement skills

The student:

- identifies the importance of purposeful movement and its impact on quality of performance.
- understands the importance of safety rules and procedures in all physical activities.
- understands that technology can be utilized to assess performance.
- identifies and explain different items that can be used for assisting in a water related emergency.
- identifies the reasons for warm-up and cool-down.

- describes basic offensive and defensive tactics.
- explains how appropriate practice improves performance of movement skills.
- analyzes peer performance and provide feedback.

LIFETIME FITNESS

The student:

- participates in moderate to vigorous physical activity (MVPA) on a daily basis.
- demonstrates involvement in physical activities both during and after the school day.
- identifies lifestyle changes that can be made to increase the level of physical activity.
- identifies opportunities in the school and community for regular participation in physical activities.
- uses an activity log to maintain a personal record of participation in physical activity over a period of time.
- differentiates between the correct and incorrect way to fit a bicycle helmet.
- describes how muscular strength and endurance enhance performance in physical activities.
- matches physical fitness assessment events to the associated fitness component.
- describes the relationship between the heart and lungs during physical activity.
- participates in formal and informal physical fitness assessment.
- identifies ways that technology can assist in the pursuit of physical fitness.
- identifies principles of physical fitness.
- engages in appropriate physical activity that results in the development of cardiorespiratory endurance.
- associates results of fitness testing to personal health status and ability to perform various activities.
- knows how to safely stretch major muscle groups.
- identifies different body types.
- identifies individual strengths and weaknesses based upon results of a formal fitness test.
- reads food labels for specific nutrition facts.

RESPONSIBLE BEHAVIOR AND VALUES

Interacts cooperatively with others

Demonstrates safety practices/rules

Uses feedback/redirection to improve skills

The student:

- works cooperatively with peers of differing skill levels.
- Willingly tries new activities.
- takes responsibility for his/her own behavior.
- cooperates with all class members by sharing and taking turns.
- shows respect for the views of a peer from a different cultural background.
- seeks personally challenging physical activity experiences.
- celebrates own accomplishments without gloating.
- chooses to participate in group physical activities.
- appreciates the good performance of others.

MUSIC

CRITICAL THINKING AND REFLECTION

Uses more complex language when analyzing and describing music.

The student:

- describes listening skills and how they support appreciation of musical works.
- responds to a musical work in a variety of ways and compare individual interpretations.
- identifies families of orchestral and band instruments.
- discriminates between unison and two-part singing.
- evaluates performances of familiar music using teacher-established criteria.
- identifies musical characteristics and elements within a piece of music when discussing the value of the work.

SKILLS, TECHNIQUES, AND PROCESSES

Sings a varied repertoire of more complex songs with extended range and advancing rhythms.

Performs a varied repertoire of music using advancing rhythms and techniques on instruments.

Uses more complex language when analyzing and describing music.

The student:

- improvises rhythms or melodies over ostinati.
- creates an alternate ending to a familiar song.
- identifies patterns in songs to aid the development of sequencing and memorization skills.
- sings rounds, canons, or ostinati in an appropriate range, using head voice and maintaining pitch.
- plays melodies and layered ostinati, using proper instrumental technique, on pitched and unpitched instruments.
- sings simple la-sol-mi-re-do patterns at sight.
- matches simple aural rhythm patterns in simple and triple meter with written patterns.
- notates simple rhythmic and melodic patterns using traditional notation.

ORGANIZATIONAL STRUCTURE

Sings a varied repertoire of more complex songs with extended range and advancing rhythms.

Performs a varied repertoire of music using advancing rhythms and techniques on instruments.

Uses more complex language when analyzing and describing music.

The student:

- identifies, using correct music vocabulary, the elements in a musical work.
- identifies and describe the musical form of a familiar song.
- rearranges melodic or rhythmic patterns to generate new phrases.
- describes how tempo and dynamics can change the mood or emotion of a piece of music.

HISTORICAL AND GLOBAL CONNECTIONS

Uses more complex language when analyzing and describing music.

The student:

- compares indigenous instruments of specified cultures.
- identifies significant information about specified composers and one or more of their musical works.
- identifies timbre(s) in music from a variety of cultures.
- discusses how music in America was influenced by people and events in its history.
- experiences and discusses, using correct music and other relevant content-area vocabulary, similarities in the use of pattern, line, and form in music and other teacher-selected contexts.

INNOVATION, TECHNOLOGY, AND THE FUTURE

Sings a varied repertoire of more complex songs with extended range and advancing rhythms.

Performs a varied repertoire of music using advancing rhythms and techniques on instruments.

Uses more complex language when analyzing and describing music.

The student:

- enhances the meaning of a story or poem by creating a musical interpretation using voices, instruments, movement, and/or found sounds.
- identifies musicians in the school, community, and media.
- describes opportunities for personal music-making.

VISUAL ARTS

CRITICAL THINKING AND REFLECTION

Analyzes the organization of an art work using the elements of art and the principles of design and appropriate vocabulary.

The student:

- uses the art making process to develop ideas for self expression.
- reflects on and interprets works of art, using observation skills, prior knowledge, and experience.
- assesses personal artworks for completeness and success in meeting intended objectives.
- compares techniques used by peers and established artists as a basis for improving one's own work.
- uses constructive criticism to improve artwork.
- critiques one's own and others artworks, and identifies the use of structural elements of art and organizational principles of design.
- describes the connections between visual art and other contexts through observation and art criticism.
- explains the similarities and differences between artworks and utilitarian objects.

SKILLS, TECHNIQUES, AND PROCESSES

Demonstrates skills in the use of tools and technique.

Incorporates the elements of art and principles of design in creating two- and three-dimensional art.

The student:

- manipulates tools and media to enhance communication in personal artworks.
- uses diverse resources to inspire artistic expression and achieve varied results.
- incorporates ideas from art exemplars for specified time periods and cultures.
- chooses accurate art vocabulary to describe works of art and art processes.
- integrates the structural elements of art and organizational principles of design with sequential procedures and techniques to achieve an artistic goal.
- follows procedures, focusing on the art making process.
- uses materials, tools, and processes to achieve an intended result in two and/or three dimensional artworks.
- develops craftsmanship skills through repeated practice.
- works within safety guidelines while using tools, media, techniques, and processes.
- demonstrates awareness of copyright laws to show respect for the ideas of others when creating art.

ORGANIZATIONAL STRUCTURE

Analyzes the organization of an art work using the elements of art and the principles of design and appropriate vocabulary.

Incorporates the elements of art and principles of design in creating two- and three-dimensional art.

The student:

- demonstrates how the organizational principles of design are used to arrange the structural elements of art in personal work.
- uses creative and innovative ideas to complete personal artworks.
- uses symbols, visual language, and/or written language to document self and others.

HISTORICAL AND GLOBAL CONNECTIONS

Analyzes the organization of an art work using the elements of art and the principles of design and appropriate vocabulary.

The student:

- describes cultural similarities and differences in works of art.
- describes the importance of displaying suitable behavior as part of an audience.
- identifies and is respectful of ideas important to individuals, groups, or cultures that are reflected in their artworks.
- compares differences or similarities in artworks across time and culture.
- examines artworks and utilitarian artworks, and describes their significance in the school and/or community.
- describes various venues in which artwork is on display for public viewing.
- discusses how knowledge gained in the visual art classroom can serve as prior knowledge in other classrooms.

INNOVATION, TECHNOLOGY, AND THE FUTURE –

Incorporates the elements of art and principles of design in creating two and three dimensional art

Demonstrates skills in the use of tools and techniques

The student:

- manipulates art media and incorporates a variety of subject matter to create imaginative artwork.
- explores the effects and merits of different solutions to solve an artistic problem.
- identifies places where artists or designers have made an impact on the community.
- creates artwork that communicates an awareness of events within the community.
- collaborates to complete a task in art.
- demonstrates the skills needed to complete artwork in a timely manner, demonstrating perseverance and development of 21st century skills.

INSTRUCTIONAL TECHNOLOGY

TECHNOLOGY OPERATIONS AND CONCEPTS

Understands and applies technology concepts, systems and operations.

The student:

- utilizes a variety of input/output devices.
- utilizes District standard software to complete tasks and projects.
- demonstrates how to be a responsible and safe digital citizen.

RESEARCH AND INFORMATION FLUENCY

Applies technology research skills to gather, evaluate and use information.

The student:

- utilizes District subscription databases to complete projects.
- utilizes web resources assigned by the teacher to complete projects.

CREATIVITY AND INNOVATION

Demonstrates creative thinking, constructs knowledge and develops innovative products and processes using technology.

The student:

- independently creates a simple multimedia project.
- works collaboratively with a partner to complete a project.
- communicates information and ideas effectively to the teacher and/or class.