

Pine Creek Elementary

Third Grade Curriculum Guide

**Learning and
Growing Through
Every Season!**

Third Grade Curriculum Guide

As a school, we are committed to excellence in education. The standards that are embraced by the district are the building blocks upon which our curriculum is built. To start from the foundation then, here are the standards that are taught in the second through fourth grade. Some of these standards will be reviewed, others will be introduced, and yet others will be tested for mastery. Keep in mind that not all of these standards will be mastered this year, but *by the end of fourth grade!* Each grade level is responsible for different pieces, and so through a team effort, the standards will be met!

Nebraska Language Arts Standards Grade 3

LA 3.1 Students will learn and apply reading skills and strategies to comprehend text.

LA 3.1.1 Knowledge of Print: Concept mastered at a previous grade level

LA 3.1.2 Phonological Awareness: Concept mastered at a previous grade level

LA 3.1.3 Word Analysis: Students will use knowledge of phonetic and structural analysis to read, write, and spell grade level text.

LA 3.1.3.a Use advanced sound/spelling patterns (e.g., special vowel spellings [ough, ion], multi-syllable words) to read, write, and spell

LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation)

LA 3.1.4 Fluency: Students will develop accuracy, phrasing, and expression while reading grade level text.

LA 3.1.4.a Read phrases, clauses, and sentences that sound like natural language to support comprehension

LA 3.1.4.b Read words and phrases accurately and automatically

LA 3.1.4.c Demonstrate conversational tone (e.g., volume, emphasis) and use of punctuation to reflect meaning of text

LA 3.1.4.d Demonstrate varied pace while reading orally to enhance the meaning of text through pause, stress, and phrasing

LA 3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.

LA 3.1.5.a Apply word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)

LA 3.1.5.b Relate new grade level vocabulary to prior knowledge and use in new situations

LA 3.1.5.c Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown words

LA 3.1.5.d Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)

LA 3.1.5.e Identify meaning using print and digital reference materials (e.g., dictionary, glossary)

LA 3.1.5.f Locate words in reference materials (e.g., alphabetical order, guide words)

LA 3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.

LA 3.1.6.a Identify author's purpose(s) (e.g. explain, entertain, inform, persuade) to support text comprehension

LA 3.1.6.b Identify elements of narrative text (e.g., characters, setting, plot, point of view)

LA 3.1.6.c Retell and summarize narrative text including characters, setting, and plot with supporting details

LA 3.1.6.d Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)

LA 3.1.6.e Retell and summarize the main idea from informational text using supporting details

LA 3.1.6.f Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)

LA 3.1.6.g Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)

LA 3.1.6.h Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)

LA 3.1.6.i Use narrative or informational text to develop a multi-cultural perspective

LA 3.1.6.j Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text

LA 3.1.6.k Identify and explain purpose for reading (e.g., information, pleasure, understanding)

LA 3.1.6.l Build and activate prior knowledge in order to identify text to self, text to text, and text to world connections before, during, and after reading

LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct

LA 3.1.6.n Make and confirm/modify predictions before, during, and after reading (e.g., captions, headings, character traits, personal experience)

LA 3.1.6.o Use examples and details in a text to make inferences about a story or situation

LA 3.1.6.p Respond to text verbally, in writing, or artistically

LA 3.2 Students will learn and apply writing skills and strategies to communicate.

LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.

LA 3.2.1.a Use prewriting activities and inquiry tools to generate and organize information (e.g., sketch, brainstorm, web, free write, graphic organizer, storyboarding, and word processing tools)

LA 3.2.1.b Generate a draft by:

-Selecting and organizing ideas relevant to topic, purpose, and genre

-Composing paragraphs with grammatically correct sentences of varying length, and complexity, and type (e.g., declarative, interrogative, and exclamatory)

-Developing paragraphs with topic sentences and supporting facts and details

LA 3.2.1.c Revise to improve writing (e.g., quality of ideas, organization, sentence fluency, word choice, voice)

LA 3.2.1.d Provide oral and/or written feedback to other writers; utilize others' feedback to improve own writing

LA 3.2.1.e Edit writing for format and conventions (e.g., spelling, capitalization, grammar, punctuation)

LA 3.2.1.f Publish a legible document (e.g., handwritten or electronic)

LA 3.2.1.g Write legibly in cursive

LA 3.2.2 Writing Genres: Students will write for a variety of purposes and audiences in multiple genres.

LA 3.2.2.a Write in a selected genre considering purpose (e.g., inform, entertain, persuade, instruct)

LA 3.2.2.b Write considering audience and what the reader needs to know

LA 3.2.2.c Write considering typical characteristics of a selected genre (e.g., variety of poems, friendly letter, how-to books)

LA 3.2.2.d Apply an organizational structure appropriate to the task (e.g., logical, sequential order)

LA 3.2.2.e Analyze models and examples (own and others) of various genres to create a similar piece

LA 3.3 Students will learn and apply speaking and listening skills and strategies to communicate.

LA 3.3.1 Speaking Skills: Students will develop and apply speaking skills to communicate key ideas in a variety of situations.

LA 3.3.1.a Communicate ideas and information in a clear and concise manner appropriate for the purpose and setting (e.g., language, word choice, sequence, relevance)

LA 3.3.1.b Demonstrate speaking techniques for a variety of purposes and situations

LA 3.3.1.c Utilize available media to enhance communication (e.g., poster, overhead)

LA 3.3.2 Listening Skills: Students will develop and apply active listening skills across a variety of situations.

LA 3.3.2.a Demonstrate listening skills needed for multiple situations and modalities (e.g., electronic, one-to-one, small/large group, presentation)

LA 3.3.2.b Use information in order to complete a task

LA 3.3.2.c Listen, ask questions to clarify, and take notes to ensure accuracy of information

LA 3.3.2.d Listen to and summarize thoughts, ideas, and information being communicated

LA 3.3.3 Reciprocal Communication: Students will develop and apply reciprocal communication skills.

LA 3.3.3.a Demonstrate awareness of and sensitivity to the use of words (e.g., stereotypes, multiple meanings of words)

LA 3.3.3.b Apply conversation strategies (e.g., face the speaker, listen while others are talking, gain the floor, take turns talking, eye contact, tone, stay on topic, non-verbal cues)

LA 3.3.3.c Interact and collaborate with others in learning situations by contributing questions, information, opinions, and ideas using a variety of media and formats

LA 3.4 Students will identify, locate, and evaluate information.

LA 3.4.1 Multiple Literacies: Students will research, analyze, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 3.4.1.a Select and use multiple resources to answer guiding questions (e.g., print, electronic)

LA 3.4.1.b Discuss ethical and legal use of information

LA 3.4.1.c Practice safe and ethical behaviors when communicating and interacting with others (e.g., safe information to share online, appropriate language use, utilizing appropriate sites and materials)

LA 3.4.1.d Engage in activities with learners from a variety of cultures through electronic means (e.g., podcasts, video chats, distance learning, e-pals)

LA 3.4.1.e Identify bias and commercialism (e.g., product placement, advertising)

LA 3.4.1.f Gather and share information and opinions as a result of communication with others (e.g., video/audio chat, interview, podcast, multi-media presentations)

LA 3.4.1.g Use social networks and information tools to gather and share information (e.g., social bookmarking, online collaborative tools)

Nebraska Mathematics Standards Grade 3

MA 3.1 Students will communicate number sense concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.1.1 Number System: Students will represent and show relationships among positive rational numbers within the base-ten number system.

MA 3.1.1.a Read and write numbers to one-hundred thousand (e.g., 4,623 is the same as four thousand six hundred twenty three)

MA 3.1.1.b Count by multiples of 5 to 200

MA 3.1.1.c Count by multiples of 10 to 400

MA 3.1.1.d Count by multiples of 100 to 1,000

MA 3.1.1.e Demonstrate multiple equivalent representations for numbers up to 10,000 (e.g., 10 tens is 1 hundred; 10 ten thousands is 1 hundred thousand; 2,350 is 235 tens; 2,350 is 2,000 + 300 + 50; 2,350 is 23 hundreds and 5 tens)

MA 3.1.1.f Demonstrate multiple equivalent representations for decimal numbers through the tenths place (e.g., 3 and 6 tenths is 3.6; 7.4 is 7 + .4)

MA 3.1.1.g Compare and order whole numbers through the thousands

MA 3.1.1.h Find parts of whole and parts of a set for $\frac{1}{2}$, $\frac{1}{3}$, or $\frac{1}{4}$

MA 3.1.1.i Round a given number to tens, hundreds, or thousands

MA 3.1.2 Operations: Students demonstrate the meaning of multiplication with whole numbers.

MA 3.1.2.a Represent multiplication as repeated addition using objects, drawings, words, and symbols (e.g., $3 \times 4 = 4 + 4 + 4$)

MA 3.1.2.b Use objects, drawings, words and symbols to explain the relationship between multiplication and division (e.g., if $3 \times 4 = 12$ then $12 \div 3 = 4$.)

MA 3.1.2.c Use drawings, words, and symbols to explain the meaning of the factors and product in a multiplication sentence (e.g., in $3 \times 4 = 12$, 3 and 4 are factors and 12 is the total or product. The first factor (3) tells how many sets while the second factor tells how many are in each set. Another way to say this is that 3 groups of 4 equals 12 total.)

MA 3.1.2.d Use drawings, words, and symbols to explain the meaning of multiplication using an array (e.g., an array with 3 rows and 4 columns represents the multiplication sentence $3 \times 4 = 12$)

MA 3.1.3 Computation: Students will compute fluently and accurately using appropriate strategies and tools.

MA 3.1.3.a Compute whole number multiplication facts 0 – 10 fluently

MA 3.1.3.b Add and subtract through four-digit whole numbers with regrouping

MA 3.1.3.c Select and apply the appropriate methods of computation when problem solving with four-digit whole numbers through the thousands (e.g., models, mental computation, paper-pencil)

MA 3.1.4 Estimation: Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 3.1.4.a Estimate the two-digit product of whole number multiplication and check the reasonableness

MA 3.2 Students will communicate geometric concepts and measurement concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.2.1 Characteristics: Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.

MA 3.2.1.a Identify the number of sides, angles, and vertices of two-dimensional shapes

MA 3.2.1.b Identify congruent two-dimensional figures given multiple two-dimensional shapes

MA 3.2.1.c Identify lines, line segments, rays, and angles

MA 3.2.1.d Describe attributes of solid shapes (e.g., triangular prism, rectangular prisms, cones, cylinders, pyramids, spheres)

MA 3.2.2 Coordinate Geometry: Students will identify distances on a number line.

MA 3.2.2.a Draw a number line and plot points

MA 3.2.2.b Determine the distance between two whole number points on a number line

MA 3.2.3 Transformations: Students will draw all lines of symmetry.

MA 3.2.3.a Draw all possible lines of symmetry in two-dimensional shapes

MA 3.2.4 Spatial Modeling: Students will create two-dimensional shapes and three-dimensional

objects.

MA 3.2.4.a Sketch and label lines, rays, line segments, and angles

MA 3.2.4.b Build three-dimensional objects (e.g., using clay for rectangular prisms, cone, cylinder)

MA 3.2.5 Measurement: Students will apply appropriate procedures and tools to determine measurements using customary and metric units.

MA 3.2.5.a Select and use appropriate tools to measure perimeter of simple two-dimensional shapes (e.g., triangle, square, rectangle)

MA 3.2.5.b Count mixed coins and bills greater than \$1.00

MA 3.2.5.c Identify time of day (e.g., am, pm, noon, midnight)

MA 3.2.5.d State multiple ways for the same time using 15 minute intervals (e.g., 2:15, or quarter past 2, 2:45 or a quarter until 3)

MA 3.2.5.e Identify the appropriate customary unit for measuring length, weight, and capacity/volume

MA 3.2.5.f Measure length to the nearest $\frac{1}{2}$ inch and centimeter (e.g., requires rounding)

MA 3.2.5.g Compare and order objects according to length using centimeters and meters

MA 3.3 Students will communicate algebraic concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.3.1 Relationships: Students will represent relationships.

MA 3.3.1.a Identify, describe, and extend numeric and non-numeric patterns

MA 3.3.1.b Identify patterns using words, tables, and graphs

MA 3.3.2 Modeling in Context: Students will create and use models to represent mathematical situations.

MA 3.3.2.a Model situations that involve the addition and subtraction of whole numbers using objects, number lines, and symbols

MA 3.3.2.b Describe and model quantitative change involving subtraction (e.g., temperature dropped two degrees)

MA 3.3.3 Procedures: Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.

MA 3.3.3.a Use symbolic representation of the identity property of addition (e.g., $3 = 0 + 3$)

MA 3.3.3.b Solve simple one-step whole number equations involving addition and subtraction (e.g., $\Delta + 2 = 3$)

MA 3.3.3.c Explain the procedure(s) used in solving simple one-step whole number equations involving addition and subtraction

MA 3.4 Students will communicate data analysis/probability concepts using multiple representations to reason, solve problems, and make connections within mathematics and across disciplines.

MA 3.4.1 Display and Analysis: Students will organize, display, compare, and interpret data.

MA 3.4.1.a Represent data using horizontal and vertical bar graphs

MA 3.4.1.b Use comparative language to describe the data (e.g., increasing, decreasing)

MA 3.4.1.c Interpret data using horizontal and vertical bar graphs

MA 3.4.2 Predictions and Inferences: Mastery not expected at this level.

MA 3.4.3 Probability: Students will find and describe experimental probability.

MA 3.4.3.a Perform simple experiments (e.g., flip a coin, toss a number cube, spin a spinner) and describe outcomes as possible, impossible, or certain

NEBRASKA SCIENCE STANDARDS

GRADES 3-5

SC 1: INQUIRY, THE NATURE OF SCIENCE, AND TECHNOLOGY

Students will combine scientific processes and knowledge with scientific reasoning and critical thinking to ask questions about phenomena and propose explanations based on gathered evidence.

1.1. Abilities to do Scientific Inquiry

5.1.1 Students will plan and conduct investigations that lead to the development of explanations.

Scientific Questioning

5.1.1.a Ask testable scientific questions

Scientific Investigations

5.1.1.b Plan and conduct investigations and identify factors that have the potential to impact an investigation

Scientific Tools

5.1.1.c Select and use equipment correctly and accurately

Scientific Observations

5.1.1.d Make relevant observations and measurements

Scientific Data Collection

5.1.1.e Collect and organize data

Scientific Interpretations, Reflections, and Applications

5.1.1.f Develop a reasonable explanation based on collected data

Scientific Communication

5.1.1.g Share information, procedures, and results with peers and/or adults

5.1.1.h Provide feedback on scientific investigations

Mathematics

5.1.1.i Use appropriate mathematics in all aspects of scientific inquiry

1.2. Nature of Science

5.1.2 Students will describe how scientists go about their work.

Scientific Knowledge

5.1.2.a Recognize that scientific explanations are based on evidence and scientific knowledge

Science and Society

5.1.2.b Recognize that new discoveries are always being made which impact scientific knowledge

Science as a Human Endeavor

5.1.2.c Recognize many different people study science

1.3. Technology

5.1.3 Students will solve a simple design problem.

Abilities to do Technical Design

5.1.3.a Identify a simple problem

5.1.3.b Propose a solution to a simple problem

5.1.3.c Implement the proposed solution

5.1.3.d Evaluate the implementation

5.1.3.e Communicate the problem, design, and solution

SC 2: PHYSICAL SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Physical Sciences to make connections with the natural and engineered world.

2.1. Matter

5.2.1 Students will explore and describe the physical properties of matter and its changes

Properties and Structure of Matter

5.2.1.a Identify mixtures and pure substances

5.2.1.b Identify physical properties of matter (color, odor, elasticity, weight, volume)

5.2.1.c Use appropriate metric measurements to describe physical properties

States of Matter

5.2.1.d Identify state changes caused by heating and cooling solids, liquids, and gasses

2.2. Force and Motion

5.2.2 Students will identify the influence of forces on motion.

Motion

5.2.2.a Describe motion by tracing and measuring an object's position over a period of time (speed)

Forces/Newton's 2nd law

5.2.2.b Describe changes in motion due to outside forces (push, pull, gravity)

Universal Forces

5.2.2.c Describe magnetic behavior in terms of attraction and repulsion

2.3. Energy

5.2.3 Students will observe and identify signs of energy transfer.

Sound/Mechanical Waves

5.2.3.a Recognize that sound is produced from vibrating objects; the sound can be changed by changing the vibration

Light

5.2.3.b Recognize that light travels in a straight line and can be reflected by an object (mirror)

5.2.3.c Recognize that light can travel through certain materials and not others (transparent, translucent, opaque)

Heat

5.2.3.d Identify ways to generate heat (friction, burning, incandescent light bulb)

5.2.3.e Identify materials that act as thermal conductors or insulators

Electricity/Magnetism

5.2.3.f Recognize that the transfer of electricity in an electrical circuit requires a closed loop

SC 3: LIFE SCIENCE

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of the Life Sciences to make connections with the natural and engineered world.

3.1. Structure and Function of Living Systems

5.3.1 Students will investigate and compare the characteristics of living things.

Characteristics of Life

5.3.1.a Compare and contrast characteristics of living and nonliving things

Characteristics of Living Organisms

5.3.1.b Identify how parts of plants and animals function to meet basic needs (e.g., leg of an insect helps an insect move, root of a plant helps the plant obtain water)

3.2. Heredity

5.3.2 Students will identify variations of inherited characteristics and life cycles.

Inherited Traits

5.3.2.a Identify inherited characteristics of plants and animals

Reproduction

5.3.2.b Identify the life cycle of an organism

3.3. Flow of Matter and Energy in Ecosystems

5.3.3 Students will describe relationships within an ecosystem.

Flow of Energy

5.3.3.a Diagram and explain a simple food chain beginning with the Sun

5.3.3.b Identify the role of producers, consumers, and decomposers in an ecosystem

Ecosystems

5.3.3.c Recognize the living and nonliving factors that impact the survival of organisms in an ecosystem

Impact on Ecosystems

5.3.3.d Recognize all organisms cause changes, some beneficial and some detrimental, in the environment where they live

3.4. Biodiversity

5.3.4 Students will describe changes in organisms over time.

Biological Adaptations

5.3.4.a Describe adaptations made by plants or animals to survive environmental changes

SC 4: EARTH AND SPACE SCIENCES

Students will integrate and communicate the information, concepts, principles, processes, theories, and models of Earth and Space Sciences to make connections with the natural and engineered world.

4.1. Earth in Space

5.4.1 Students will observe and describe characteristics, patterns, and changes in the sky.

Objects in the Sky and Universe

5.4.1.a Recognize that the observed shape of the Moon changes from day to day during a one month period

Motion of Objects in the Solar System

5.4.1.b Recognize the motion of objects in the sky (the Sun, the Moon, stars) change over time in recognizable patterns

4.2. Earth Structures and Processes

5.4.2 Students will observe and describe Earth's materials, structure, and processes.

Properties of Earth Materials

5.4.2.a Describe the characteristics of rocks, minerals, soil, water, and the atmosphere

Earth's Processes

5.4.2.b Identify weathering, erosion, and deposition as processes that build up or break down Earth's surface

Use of Earth Materials

5.4.2.c Identify how Earth materials are used (fuels, building materials, sustaining plant life)

4.3. Energy in Earth's Systems

5.4.3 Students will observe and describe the effects of energy changes on Earth.

Energy Sources

5.4.3.a Describe the Sun's warming effect on the land and water

Weather and Climate

5.4.3.b Observe, measure, and record changes in weather (temperature, wind direction and speed, precipitation)

5.4.3.c Recognize the difference between weather, climate, and seasons

4.4. Earth's History

5.4.4 Students will describe environments based on fossil evidence.

Past/Present Earth

5.4.4.a Describe how slow processes (erosion, weathering, deposition, uplift) and rapid processes (landslides, volcanic eruptions, earthquakes, violent storms) change Earth's surface

NEBRASKA SOCIAL STUDIES STANDARDS

The purpose of the Nebraska Social Studies Standards is to teach our children to become young patriots who have an intellectual understanding of the genius of our country's founding principles and who feel an emotional connection to our nation. Achieving this purpose requires teaching Nebraska students to become responsible citizens who are prepared to preserve, protect and defend freedom and democracy in our nation and in the world.

As responsible citizens of the U.S. and Nebraska, our students must:

- Master and be able to use knowledge of the history of the United States, Nebraska, western civilization, eastern civilizations and ancient civilizations (Historical Perspective);
- Master and be able to use spatial patterns on earth (Geographic Perspective);
- Master and be able to use knowledge of the foundations and form of American federalism, our representative democracy, and American politics (Civic Perspective);
- Master and be able to use knowledge about the efficient allocation, production, distribution, and consumption of scarce resources and the advantageous role of free market economics in such allocation (Economic Perspective).

GRADE 3 STANDARDS – COMMUNITY FOCUS

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Forms & Functions of Government:

SS 3.1.1 Students will identify and explain the structure and function of their local governments.

SS 3.1.1.a Identify the structure and functions of local government

SS 3.1.1.b Describe the reasons for laws in our community

SS 3.1.1.c Identify and explain a variety of roles leaders, citizens, and others play in local government

Civic Participation:

SS 3.1.2 Students will understand the impact of individual and group decisions at a local level.

SS 3.1.2.a Identify rights and responsibilities of citizens (e.g., voting, public service projects,) at the local level

SS 3.1.2.b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day, Flag Day)

- SS 3.1.2.c Identify ways students can be engaged to have an impact in their local community
- SS 3.1.2.d Identify and describe the importance of listening to the views of others and sharing personal views in a respectful manner
- SS 3.1.2.e Identify local leaders and the impact of their decisions that affect public policy

K-12 Economics: Students will utilize economic reasoning skills to make informed judgments and become effective participants in the economy at the local, state, national and international levels.

Markets:

SS 3.2.1 Students will understand markets are places where buyers and sellers exchange goods and services.

SS 3.2.1.a Indicate various markets where buyers and sellers meet (e.g., shopping malls, auction, catalogs, garage sales, the Internet)

SS 3.2.2 Students will categorize natural, human, and capital resources and how they are combined to make goods and deliver services.

SS 3.2.2.a Classify natural, human, and capital resources (e.g., tools, soil, water, farmers and machinery)

SS 3.2.2.b Discuss why producers combine resources to make goods and services (profit)

SS 3.2.2.c Identify opportunities for education and/or training to increase human resources (e.g., agriculture schools, trade schools, culinary schools, information technology training)

Institutions:

SS 3.2.3 Students will cite evidence of how money (coins and currency) makes trading easier than bartering.

SS 3.2.3.a Identify historical examples of trading among early settlers

Financial Literacy:

SS 3.2.6 Students will use knowledge of currency to solve real-world problems.

SS 3.2.6.a Given a budget, students will be able to make choices as to what to purchase and what to give up

Government:

SS 3.2.10 Students will understand what goods and services local governments provide.

SS 3.2.10.a Identify goods and services funded through local taxes (e.g., snow removal, waste management, law enforcement)

Globalization:

SS 3.2.12 Students will describe how the local community trades with the rest of the world.

SS 3.2.12.a Identify local goods and services that could be traded with people everywhere (e.g., corn, soybeans, beef)

SS 3.2.12.b Give examples of other countries' currencies

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

The World in Spatial Terms:

SS 3.3.1 Students will explore where (spatial) and why people, places and environments are organized in the state.

SS 3.3.1.a Utilize map elements (i.e., title, scale, symbols, legend, and cardinal and intermediate directions)

SS 3.3.1.b Apply map skills (e.g., identify location and distribution of physical and human features rivers/roads, identify relative and absolute locations, east/west, north/south, left/right, next to, identify cities and towns)

SS 3.3.1.c Analyze why things are located where they are in the community (e.g., *Why are stores located on main streets? Where is my house located compared to the school?*)

SS 3.3.1.d Locate places on maps and globes (e.g., Missouri River, Platte, River, Rocky Mountains, Nebraska, the student's city)

SS 3.3.1.e Identify the continents, oceans, and hemispheres

Places and Regions:

SS 3.3.2 Students will compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities (e.g., vegetation, housing, streets, business/ residential areas, hills, waterways)

SS 3.3.2.b Compare and contrast local places and regions with other places and regions (e.g., prairie and forest, local community with another community, products from Nebraska and another state, crops grown in Nebraska and another state)

SS 3.3.2.c Explain and give examples of how places and regions change over time

Physical Systems:

SS 3.3.3 Students will identify natural processes in their physical world.

SS 3.3.3.a Identify the Earth's physical processes in the local community (e.g., landforms, water, climate and weather, erosion and deposition)

SS 3.3.3.b Identify local ecosystems (e.g., forests, deserts, grasslands)

Human Systems:

SS 3.3.4 Students will compare and contrast the characteristics of culture locally.

SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)

SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)

Human/Environment Interaction:

SS 3.3.5 Students will identify the relationship between humans and the physical environment.

SS 3.3.5.a Explain how physical environments influence human activities (e.g., availability of water, climate and fertility of soil)

SS 3.3.5.b Explain how human activities change Earth (e.g., agriculture, transportation, industry)

SS 3.3.5.c Explain the importance of Earth's natural resources (e.g., minerals, air, water, land)

SS 3.3.5.d Describe how humans develop communities in local settings (e.g., roads, landfills, sewage systems, land use patterns)

Application of Geography to Issues and Events:

SS 3.3.6 Students will use geographic skills to make connections to issues and events.

SS 3.3.6.a Identify and evaluate human adaptations to the environment from the local to international levels (e.g., *How could the building of a highway bring more business to a community*)

SS 3.3.6.b Identify how geography impacts spatial problem solving (e.g., a new school must be near large numbers of students, on available land with suitable soils, have access to roads and utilities, and not overlap schools in other neighborhoods; plan where things would be built in a city)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Chronological Thinking:

SS 3.4.1 Students will describe and analyze chronological relationships and patterns.

SS 3.4.1.a Describe concepts of time and chronology (e.g., annual, biannual, decades, centuries, millennia)

SS 3.4.1.b Identify calendar time in years, decades, centuries, and millennia.

SS 3.4.1.c List and describe community events over time (e.g., weekly, monthly, yearly, seasonal happenings utilizing a graphic organizer)

SS 3.4.1.d Describe how individuals, events, and ideas have changed communities past and present

Historical Comprehension:

SS 3.4.2 Students will describe the development of people, events, ideas, and symbols over time using multiple types of sources.

SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events)

SS 3.4.2.b Describe how their community has changed over the course of time using maps and other artifacts

SS 3.4.2.c Describe primary and secondary sources

Multiple Perspectives:

SS 3.4.3 Students will describe multiple perspectives of events.

SS 3.4.3.a Compare and contrast how various sources relate their perspective of history (e.g., community events)

Historical Analysis and Interpretation:

SS 3.4.4 Students will identify past and current events, issues, and problems.

SS 3.4.4.a Examine sources on community history through determination of credibility, contextualization, and corroboration

SS 3.4.4.b Describe alternative courses of action in community history (e.g., *How are transportation routes determined?*)

SS 3.4.4.c Describe how decisions affected events in the community (e.g., election of local officials; zoning laws)

SS 3.4.4.d Describe the cause and effect relationships among key events in history (e.g., founding of the community, settlement of the area)

SS 3.4.4.e Describe the relationships among historical events in the students' community and the students' lives today (i.e., current events)

Historical Research Skills:

SS 3.4.5 Students will develop historical research skills.

SS 3.4.5.a Develop questions about their community history

SS 3.4.5.b Identify, obtain, and cite appropriate sources for research about the local community (e.g., identifying the resources from which they took information)

SS 3.4.5.c Gather historical information about their community (e.g., interview a community member, find community resources)

SS 3.4.5.d Present historical information about their community (e.g., pictures, posters, oral/written narratives, and electronic presentations)

Another important piece to our educational philosophy is in the area of Language Arts. The following is the Bennington Public Schools Language Arts Mission Statement, which will provide you with more information on our goals in this area as a school.

**Bennington Public Schools
Language Arts
Mission Statement**

Bennington Public Schools is committed to helping all students become successful readers, writers, listeners, and speakers.

Students will be provided with reading skills based on both the structure of language and the meaning of language in context that they can apply.

Bennington students will become independent readers, writers, listeners, and speakers through a balanced literacy instructional program.

Bennington's balanced literacy program will consist of:

- systematic & explicit instruction in:
 - phonemic awareness
 - phonics
 - fluency
 - vocabulary
 - comprehension of both factual & fictional material
- reading aloud both student & teacher
- shared reading
- guided reading in flexible groups
- independent reading
- instruction in the Six-Trait Writing + 1 Model
 - voice
 - ideas

- word choice
- organization
- fluency
- conventions
- presentation
- modeled and shared writing
- interactive writing
- independent writing
- speaking instruction & opportunities
- listening instruction & opportunities

Now that you have seen what we emphasize as a district, let's hone it down a little bit to what is going on in the third grade, specifically!

READING

The reading curriculum is based upon state and locally approved standards for learning. We will be reading a variety of different kinds of literature genres from the McGraw-Hill series *WONDERS*. The reading series focuses primarily on text dependent questions and answers. This series allows for differentiation to best meet our students' needs. Our reading series integrates both reading and writing skills. Each unit of study has a theme. We incorporate reading, writing, and phonics into our reading lessons. We also integrate guided reading groups into our curriculum. *WONDERS* supplies guided reading books that correspond with the whole group lessons, however from time to time we may use stories from our book room as well to further meet teaching objectives and student needs. These groups are very flexible and focus on each child's individual reading and phonics needs. The guided reading books are also part of the Accelerated Reading (AR) program. We encourage students to read AR books not just for pleasure and points, but also to improve their fluency and comprehension skills. We have class goals not just for points, but most importantly comprehension scores. . Third graders complete a weekly reading and vocabulary test. The reading comprehension test is online while the vocabulary test is paper/pencil. Teachers differentiate with students and at times use a comprehension paper test for an intervention.

MATH

The math curriculum *ENVISIONS* is based upon state and locally approved standards for student learning. We will be doing a variety of activities using writing, literature, manipulatives, and problem solving from the Pearson Envision math series. Students will be reinforcing their basic addition and subtraction facts. We will be learning multiplication and division facts this year as well. Each day we will have a math fact review. The student's lessons will be differentiated according to daily assessments on their ability of the skill being presented. If your child has homework, it may be a review sheet on basic facts or current skills we are studying. In third grade, we pre-test students before every math topic. We level the children according to their results of the test for each topic. Your child's homework teacher will notify you each time your child moves math classrooms.

SCIENCE

The science curriculum is based upon state and locally approved standards for student learning, as with all subject areas. Our curriculum is based from *Science Fusion* by Houghton Mifflin Harcourt science series, along with additional teacher supplemented learning experiences. We will be covering *Investigating Questions, The Engineering Process, Changes to Earth's Surface, People and Resources, Water and Weather, and Earth and Its Moon*. Each third grade teacher will focus two of the science curriculum areas and we will be rotating classrooms approximately every quarter.

SOCIAL STUDIES

Our social studies curriculum is based from the series *Networks* by McGraw-Hill. We concentrate on community celebrations, community environments, how technology changes communities, how communities make economic choices, trade & producing goods, rights and responsibilities of good citizens, and local government. We also learn about the history of our community and culminate the lessons with a child made power point.

SPELLING

Bennington Elementary has adopted the Sitton Spelling series. The students' instruction will focus on spelling patterns, writing application, and word analysis. There is not a weekly spelling list, but a list of priority words (provided in beginning of year packet). These words will be recycled periodically throughout the year to help your child become a proficient speller. You can create your individualized spelling list for your child by compiling the words from their words to learn worksheets that are sent home after every test. Assessment will take place at the end of each Unit, which is approximately ten days. The students "spelling words" will be presented in the context of a story.

WRITING

We will be doing a variety of writing in the classroom throughout the year. Our writing curriculum is based upon the Six +1 Traits of writing, which are the foundational skills needed to be proficient writers across the curriculum. We will be using the Scholastic Traits writing series in our instruction. The children will be writing at least 4 days a week either on a story or in their daily composition books. We will be writing a five paragraph narrative assessment in the Spring.

HANDWRITING

The handwriting curriculum that the district has adopted is the Zaner-Bloser handwriting curriculum. We will be practicing our manuscript letters. Our main focus will be learning to write and read in cursive. We will be practicing this process in our daily work once we have

learned the entire alphabet

Discipline with Purpose

The district uses the Discipline with Purpose curriculum to teach and promote self-discipline in and out of the classroom. There are fifteen self-discipline skills that give the students fifteen opportunities to “WAIT” and make the right choice. The skills are categorized in three skill areas: Basic Skills, Constructive Skills, and Generative Skills. A skill is taught and revisited each month.

Basic Skills-listening, following instructions, questioning, sharing-time,space, people & things, and basic social skills

Constructive Skills-cooperating with others, understanding the rules, completing a task, exhibiting leadership, and communicating effectively

Generative Skills-organizing-time, space, people & things, resolving mutual problems, taking the initiative in problem solving, distinguishing fact from feeling, and sacrificing and serving others.

DOJO

Pine Creek has adopted Class DOJO as a school-wide discipline program that correlates with the Discipline with Purpose skills. This program records positive points for the student when demonstrating Discipline with Purpose skills. It also records needs improvement when a child has not met the expectation of the skills. This program helps Pine Creek create a positive culture school-wide, it gives students a voice to show off their skills and classwork, and helps share information with parents along with class videos and photos of wonderful classroom moments.

Our specialists additionally have a specific curriculum which they are responsible for. Here is a summary of the concepts taught in these areas.

PHYSICAL EDUCATION

The primary purpose of the physical education program is to provide students with the opportunities to gain the knowledge, understanding, and skills to practice healthy physical activities throughout their lives. All students are taught to work together and treat others with respect and good sportsmanship.

ART

Big Ideas

1. **Communicating**: People communicate ideas and feelings through art.
 - Concept 1. “Tell Your Story” - Artists share their stories by showing a single moment in time, an artwork can tell how people lived, what they did, and what they were like.
 - Concept 2. “Inside & Out” - Artworks are like windows to the ideas and experiences of other people, a way for artists to tell about themselves and their surroundings.
2. **Problem Solving**: People solve problems through art.
 - Concept 1. “Surprising Viewpoints” - Artists often show ordinary objects in ways that viewers might not expect.
 - Concept 2. “The Artist’s Plan: Artists choose colors and materials carefully to create a mood or to help viewers see something in a whole new way.
3. **Connecting**: Art is a means of connecting people to the world.
 - Concept 1. “Special Places” - From calm oceans to busy city streets, artists have a unique way of interpreting their environment. (Looking at art from special places all around the world and beyond.)
 - Concept 2. “Old & New Ideas” - Throughout history, artists have adapted ideas from the past and from different cultures.

Focus

Elements

Line – Contour

Color – Color Wheel (Primary, Secondary, Intermediate, & Neutral)

Value – Shadows

Space – Three Dimensional

Form - Geometric

Principles

Pattern/Repetition – Repetition of an element of design

TECHNOLOGY

Kindergarten – Grade 6

Content Standards

Technology is taught sequentially from Kindergarten through sixth grade. New skills are introduced at each grade level. Mastery of age appropriate skills begins in second grade and continues on. Performance indicators have been determined for each grade and check lists have been developed to track the growth of skills for each student. Skills have been divided into 5 general areas with specific skills in each area.

Kindergarten and First Grade students are **introduced** to many technology skills including;

- General computer knowledge
- Beginning keyboarding strategies
- Use of multimedia resources
- Common network courtesies
- Beginning word processing skills
- Use of simple graphics
- Technology is used to promote curiosity and learning

Skills mastered at Second Grade

- Identify computer parts using correct terms
- Show proper care of equipment
- Navigate through instructional software and launch new programs
- Use cursor; enter key, backspace and arrow keys
- Use thumb on space bar
- Show proper position of mouse to point and click
- Use multimedia resources
- Use common network courtesies such as using your own password
- Use simple graphics in class stories

Skills Mastered at Third Grade

- Proper way to exit a program
- Proper way to turn computer on and off
- Use proper body position for keyboarding
- Use of number and letter keys, shift key, and use of basic punctuation keys
- Use mouse to double click and drag
- Enter and delete text
- Understand wrap around text
- Use simple graphic software
- Access Teach web sites
- Maneuver within web-based resources

Skills Mastered at Fourth Grade

- Log into and out of the network using correct user name
- Open a new or saved document
- Understand how to print a document
- Follow district guidelines for use of computers
- Apply editing techniques (e.g. spell-check, copy, cut paste)
- Use spellchecker
- Use different fonts and styles
- Use of the tab button
- Insert clip art into documents
- Develop graphic organizers for multimedia productions
- Incorporate multiple components into multimedia projects (e.g. sound, graphics)
- Create developmentally appropriate multimedia projects
- Demonstrate beginning online search strategies
- Enter a URL
- Bookmark sites

Skills Mastered at Fifth Grade

- Save files using “Save” and “Save As”
- Develop virus awareness
- Learn to work with task bar and multiple programs
- Learn to save work to a different drive
- Keyboard at 20 wpm with 93% accuracy
- Apply formatting techniques (e.g. alignments, tabs, styles etc)
- Use print preview
- Insert clip art from a variety of sources
- Edit and manipulate clip art
- Use beginning presentation skills
- Transfer relevant online information to note format
- Recognize the significance of URL address (e.g. edu. net. gov.)

Skills Mastered at Sixth Grade

- Learn how to use the help function of programs
- Organize files into folders
- Keyboard at 30 wpm with 93% accuracy
- Use advanced multimedia techniques (e.g. animations, web links)
- Develop graphic organizers for web page production
- Create a web page using text, graphics and links
- Demonstrate advanced online search strategies

SPANISH

	UNIT 1	UNIT 2	UNIT 3
KINDERGARTEN	Numbers 1-10	Colors (primary)	Shapes and sizes
FIRST GRADE	Numbers 1-20	Colors (all)	Body parts
SECOND GRADE	Numbers 1-30	School supplies	Family members
THIRD GRADE	Numbers 1-100	Places in the school and giving directions	Alphabet
FOURTH GRADE	Ordinal numbers and review numbers 1-100	School supplies	Family members and describing them using adjectives.
FIFTH GRADE	Numbers 1-1000	Telling time	Likes/dislikes and sports
SIXTH GRADE	Market (bargaining and money) review numbers	Market (clothing, colors and sizes)	Market (food)






***Students will receive a “Spanish Squares” sheet at the beginning of each unit. It consists of 5 tasks or skills the students are to master by the end of the unit. Students are asked to practice the skills every day at home and return the individual Squares signed, when they have mastered the task/skill. Parent involvement, support and, encouragement in this process not only increases student acquisition of Spanish but also gives students an increased sense of confidence.**

***Please access our Spanish website for vocabulary lists, copies of assignments, and copies of the Spanish Squares. The website also has additional practice for students.**

WEBSITE ADDRESS: <http://bennington.ishareinfo.org/kadeshina/index.cfm>

MUSIC

The Mission of Bennington's Music Department is to engage students in the study of music, giving them the opportunity to be creative in an environment that fosters self-expression, teamwork and cultural diversity.

	<u>Kindergarten</u>	<u>1st Grade</u>	<u>2nd Grade</u>	<u>3rd Grade</u>	<u>4th Grade</u>	<u>5th Grade</u>
Rhythm	Steady beat Long/short Experiencing : 2/4 4/4 6/8	 Beat vs. Rhythm strong/weak experiencing : 2/4 4/4 6/8	 Identification of 2/4 4/4 Measure/Bar line	 Ties	 Anacrusis Identify 6/8 Syncopation	 Read and notate traditional notation
Melody/Pitch	Vocal exploration High/low 4 types of voice (sing, talk, whisper, shout) S-M	Melodic Contour 3-lined staff Echo sing and play S-M-L	Skips, steps, repeats S-M-L-D-R Echo singing, signing, and playing	SML DR Low Sol and La High Do 5 lined staff	Fa Note Names	Ti
Form	Call and response Echo songs Patterns AB	Introduction Coda AB, ABA	Rondo Interlude Repeat Sign Round/Canon Verse, refrain	Rondo Canon 2 and 3 pt Q-A	Partner Songs Theme and variation Instrumental canon	Theme and variations 1st and 2nd
Texture/ Harmony	Sing/speak/listen while moving Sing/speak/listen while playing -Unison singing Unaccompanied and accompanied singing Movement-body percussion/actions	-1 Ostinato speech, singing, and instruments Chord bordun Major/minor	2 ostinati 2 measure ostinati 2 part speech and singing Broken Bordun Octave Bordun Do Pentatonic Major/minor	Arpeggiated bordun Layered ostinati	I chord Level Bordun	I and V chord 3pt speaking 2 pt singing
Expression	Loud/soft Fast/slow	Dynamics Loud/soft -singing and playing	Loud/soft Crescendo/decrescendo	ff pp mp mf Fermata	Staccato Tempo markings Recorder articulations	Phrasing Legato/acc
History/Style/ Timbre	Folk song repertoire Singing games Nursery rhymes Program music Classroom instruments Multicultural songs	Folk song repertoire Singing games Nursery rhymes Program music Classroom instruments Multicultural songs	Folk song repertoire Singing games Nursery rhymes Program music Classroom instruments Multicultural songs	Multicultural songs	Recorder Instrument families	Instrument Technology

National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music. 2. Performing on instruments, alone and with others, a varied repertoire of music. 3. Improvising melodies, variations, and accompaniments. 4. Composing and arranging music within specified guidelines. 5. Reading and notating music. 6. Listening to, analyzing, and describing music. 7. Evaluating music and music performances. 8. Understanding relationships between music, the other arts, and disciplines outside the arts. 9. Understanding music in relation to history and culture.

Elementary Guidance

Once a week in Bennington Public Schools, our elementary guidance counselor will come to the classroom. The curriculum our district uses for our guidance program is through the Mendez Foundation. In the fall we do a program entitled Too Good for Violence, and in the spring we do Too Good for Drugs. Topics such as drugs, alcohol, tobacco, bullying, and peer pressure are covered. In addition, we learn about creating a healthy lifestyle through friendship, effective communication, self-care, and managing emotions. We teach these subjects through role-plays, games, and activities.

Supplemental topics beyond our Mendez curriculum are also studied such as career exploration, academic success, empathy/self-esteem, safety and stranger danger.

In addition to classroom guidance instruction, our counselor is available to work with individual students and small groups. Groups are available for topics such as learning social skills, making friends, coping with grief/loss and adjusting to divorce/separation.

REPORT CARDS

Each quarter students will receive a report card. In third grade, students will have a percentage grade, which corresponds with a letter for the core subject areas of Reading, English, Spelling, and Math. The grade scale is as follows:

A+=99-100%	B+=91-92%	C+=84-85%	D+=75-76%
A=98-95%	B= 88-90%	C=79-83%	D=73-74%
A-=93-94%	B-=86-87%	C-=77-78%	D-=70-72%
			F=69% and below

Social Studies, Science, and Handwriting grades will also be based upon a letter grade of O (Outstanding), S+ (Satisfactory +), S (Satisfactory), S- (Satisfactory -), and NI (Needs Improvement).

ASSESSMENT OF LEARNING

The school system assesses students according to procedures in its local assessment plan which meets the assessment requirements specified by the Nebraska Department of Education's Rule 10: *Regulations and Procedures for the Accreditation of Schools*.

Our students are assessed on the following tests:

Criterion-Reference Tests: These are given in the subject areas of reading, language arts, science, and math.

Standardized Tests: The district is currently in the process of adopting Measurement of Academic Progress (MAP) which will be a benchmarking process that will replace the previous Terra Nova Testing.

STATE ASSESSMENTS:

Reading: State wide Reading assessment in spring. Some of the areas that will be assessed are comprehension and genre

Language Arts: Inflected endings, prefixes and suffixes, contractions, synonyms and antonyms and homonyms, base words, and compound words.

Math: Graphing, Geometry, Telling Time, Addition and Subtraction. State wide Math assessment in spring.

Science: Systems, order & organization, evidence , models, & explanations-bean plants, form & function-bicycle, classifying objects, monitoring motion, changes in the earth & sky, rocks& minerals, natural or manufactured, what a resource, and environmental changes

There are also a variety of District Assessments given in each of these core areas that test the standards that we hold here in Bennington.

Here is some additional information about our day to day classroom life that we thought would be beneficial and helpful for you to know!

HOMEWORK PROCEDURES AND EXPECTATIONS

Students will have homework each week. A rule of thumb concerning homework, is that students should have approximately ten minutes per night, per grade level. This means that in third grade, they should be having around a half hour of homework to provide adequate practice to show proficiency and mastery of skills. However, this may depend upon how well they use their time in school! They will have opportunities throughout the day where they may work on their homework assignments. Homework is expected to be completed by the following day. Three late assignments within 5 school days will result in a detention.

DISCIPLINE POLICY

Our discipline policy focuses on prevention. By creating a positive environment with clear expectations, we hope to eliminate potential conflicts. Each room has a slightly different variation of discipline based upon the Bennington Public Schools core DWP skills. Students are part of the establishment of their own classroom rules, and expectations are clearly defined.

SEMESTER MILK AND SNACK

Students are able to purchase milk from the school, and at this time the student may also have a healthy snack brought from home.

FRIDAY FOLDERS

Students will have a folder that will be sent home each Friday containing important notices and recent corrected papers. This folder must be returned to school the following school day. Please take the time to look through your student's folder each week! Thank you! 📁