

3rd Grade

Expectations

(Teachers will assess student performance and plan instructional tasks and experiences in order to maximize a student's progress towards the attainment of the expectations.)

Reading

- 1. A third grader will apply word analysis strategies by:**
 - using sound relationships (phonics)
 - using word parts (base words, prefixes, suffixes, plurals, contractions, possessives)
- 2. A third grader will understand and use vocabulary words by:**
 - recognizing synonyms, antonyms, homophones, and homographs
 - learning the meaning of commonly used terms in subject areas
- 3. A third grader will understand and interpret by:**
 - applying pre-reading strategies (previewing text and setting purposes)
 - using prior knowledge and context to make predictions, ask questions, and make confirmations
 - demonstrating critical reading strategies
 - drawing conclusions
 - comparing and contrasting
 - determining main idea and supporting details
 - reading critically and applying higher order thinking skills
 - summarizing
 - making inferences
- 4. A third grader will choose and read books independently as demonstrated by:**
 - responding to a variety of literature
 - reading books of differing types

Writing

- 1. A third grader will communicate ideas in writing by:**
 - using the writing process (prewriting, drafting, revising, editing, proofreading, and publishing)
 - writing for different purposes such as stories, descriptive, and informative
 - expressing and organizing ideas clearly in paragraph form
 - focusing on a topic
 - using details
 - spelling assigned words correctly and using correct spelling of common words in all written work
 - using correct and legible manuscript and cursive

Language

- 1. A third grader will demonstrate an understanding of correct mechanics by:**
 - using correct capitalization, punctuation, word usage, and spelling
 - identifying by name parts of speech such as noun, verb, pronoun, adjective

Communication

- 1. A third grader will demonstrate delivery behaviors when speaking by:**
 - looking at all areas of the audience
 - using voice effectively (volume, expression, enunciation, rate)
- 2. A third grader will demonstrate content knowledge when speaking by:**
 - sharing ideas at appropriate times
 - staying on the topic
 - presenting accurate information
 - organizing a speech with an introduction, body, and conclusion
 - supporting the topic with details
 - contributing to discussions
- 3. A third grader will demonstrate listening and viewing behaviors by:**
 - demonstrating socially acceptable listening and viewing skills
 - focusing on message
 - responding appropriately
 - listening to and following directions

Math

- 1. A third grader will demonstrate understanding in the mathematical concepts of number sense and whole numbers by:**
 - problem solving and applications involving addition/subtraction with introduction to multiplication and division concepts
 - knowing addition and subtraction facts through 18
 - knowing multiplication facts 0,1,2,5,9 and with introduction to division facts 0,1,2,5,9
 - understanding place value through thousands
 - demonstrating paper and pencil procedures for addition and subtraction through thousands
 - understanding factors and multiples
 - choosing appropriate tools and methods to compute (e.g., mental math, estimation, paper and pencil, calculator)
- 2. A third grader will demonstrate understanding in the mathematical concepts of fractions by:**
 - solving problems and applications involving fractions
 - understanding symbolic, pictorial, and concrete representations of fractions
 - ordering fractions
 - understanding equivalence between fractions
- 3. A third grader will demonstrate understanding of patterning by:**
 - using tables and graphs to make generalizations and predictions
 - investigating how change in one experimental variable affects another variable
 - investigating order of operations
 - investigating negative numbers

Expectations: are statements driven by standards that establish reasonable but high expectations for student performance in a given developmental level by describing concepts, knowledge, and/or skills that will be instructed and assessed at each grade level or in each course. By the end of each grade level or course, the majority of students should be able to meet the following expectations.



4. A third grader will demonstrate understanding in geometry and spatial sense by:

- plotting and interpreting coordinates on graphs
- using maps and scales
- dividing and combining shapes
- understanding properties and classification of two dimensional shapes
- investigating congruence and similarity
- investigating line and rotational symmetry

5. A third grader will demonstrate understanding in measurement by:

- measuring length (including perimeter), area, volume, and mass by using standard and nonstandard units
- using a variety of measurement tools
- investigating analysis of error and accuracy in measurements

6. A third grader will demonstrate understanding in data analysis, statistics and probability by:

- problem solving and making predictions based on collected data: justifying conclusions based on data
- investigating samples to make predictions about larger populations

7. A third grader will demonstrate understanding in problem solving by:

- Using the TIMS (Teaching Integrated Math & Science) Laboratory method to solve problems: drawing or sketching a picture of the question, collecting and organizing the data, graphing the data, analyzing the data, communicating the solution strategies used to solve the problem

Science

1. A third grader will develop understandings of the following Life Science concepts:

- structures, functions, and life cycles of plants

2. A third grader will develop understandings of the following Physical Science concepts:

- how to discriminate between sounds generated by dropped objects
- how sounds can be made louder or softer and higher or lower
- how sounds travel through a variety of materials
- how sounds get from a source to a receiver

3. A third grader will develop understandings of the following Earth Science concepts:

- properties of rocks and minerals including investigations of mock rocks, scratch testing, and experiments with calcite and granite

4. A third grader will develop understandings of Scientific Inquiry by:

- developing abilities necessary to do scientific inquiry

5. A third grader will develop following scientific skills by:

- observing
- inferring
- measuring
- predicting
- classifying
- investigating
- exploring
- experimenting
- recording
- reporting
- hypothesizing
- making decisions

Social Studies

Theme: COMMUNITIES

1. A third grader will demonstrate an understanding of how human beings view themselves in and over time by:

- understanding cultures have traditions
- understanding communities change over time

2. A third grader will demonstrate an understanding of individual development and identity by:

- understanding community members have talents and abilities
- understanding people live, work, and learn in communities
- understanding community members face challenges

3. A third grader will demonstrate an understanding of interactions among individuals, groups, and institutions by:

- understanding community decisions are made by individuals and groups of people (PRIDE and classroom rules)

4. A third grader will demonstrate an understanding of power, authority, and governance by:

- understanding communities have a form of government

5. A third grader will demonstrate an understanding of production, distribution, and consumption by:

- understanding communities distribute and produce goods and services locally and globally

6. A third grader will demonstrate their knowledge of people, places, and environments by:

- knowing that communities are represented on maps
- showing relationships on maps and globes using continents, oceans, land forms, directions, (cardinal and intermediate), legends, keys, and symbols
- using special purpose maps

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Health, Human Growth, & Development

- 1. A third graders will demonstrate how to prevent and control disease by:**
 - understanding how to stay healthy
 - understanding several methods of disease prevention
 - understanding the importance of seeking accurate health information
 - understanding some of the ways HIV is and isn't passed
- 2. A third grader will demonstrate behaviors to prevent (sexual) abuse and (sexual) harassment by:**
 - understanding how to show respect for someone else's personal space
 - understanding property rights, body rights, and the right to say "no"
 - understanding clues that warn you that you may be violating someone's personal space
 - understanding clues that warn you that someone may soon violate your personal space
 - understanding what to do if someone invades your personal space and you don't like it
 - understanding how to make such a person or persons stop
 - understanding how to tell and whom to tell
 - understanding the information in the Harassment Brochure
- 3. A third grader will demonstrate traffic safety by:**
 - understanding age appropriate traffic safety behavior, such as, pedestrian safety; bicycle safety; auto passenger safety; school bus passenger safety; seat belt use; substance education; legal responsibilities and risks

Physical Education

- 1. A third grader will continue to develop and understand the benefits of physical fitness by:**
 - participating in aerobic activities that promote cardiovascular/muscular strength, agility, and flexibility
 - introduction of exercises (e.g., walk/jog, push-ups, curl-ups)
 - introducing components in physical fitness testing (e.g., sit-ups, curl-ups, sit-n-reach, mile walk/jog)
- 2. A third grader will continue to develop motor skills by:**
 - participating in age appropriate lead-up activities to develop coordination (e.g., games)
 - participating in activities to develop age appropriate motor patterns (e.g., rhythms and gymnastics)

- 3. A third grader will continue to develop wellness by:**
 - practicing habits important to a physically active lifestyle (e.g., nutrition, exercise, hygiene)
- 4. A third grader will continue to develop responsible personal and social behavior in physical activity settings by:**
 - demonstrating the Linn-Mar PRIDE behaviors: Promote positive attitudes; Respect yourself and others; Insist on your personal best; Discuss and listen actively; Expect honesty and be trustworthy
- 5. A third grader will continue to develop an understanding of rules and fair play by:**
 - following rules for activities
 - learning basic strategies for activities

Visual Arts Student Expectations

Grade 3

In Grade 3, young children experiment enthusiastically with *art materials and investigate the ideas presented to them through visual arts instruction. They exhibit a sense of joy and excitement as they make and share their artwork with others. Creation is at the heart of this instruction. Students learn to work with various tools, processes, and the visual world. They learn to make choices that enhance communication of their ideas. Their natural inquisitiveness is promoted, and they learn the value of perseverance....

As they move from kindergarten through the early grades, students develop skills of observation, and they learn to examine the objects and events of their lives. At the same time, they grow in their ability to describe, interpret, evaluate, and respond to work in visual arts. Through examination of their own work and that of other people, times, and places, students learn to unravel the essence of artwork and to appraise its purpose and value. Through these efforts, students begin to understand the meaning and impact of the visual world in which they live.1

The Linn-Mar Visual Arts curriculum consists of six basic content standards1 . For each content standard student expectations are listed. (1National Arts Standards, Visual Arts, Page 33 – 35)

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Visual Arts

Content Standards and Student Expectations

1. Understanding and applying media, techniques, and processes

The lessons are taught through these media: paint, chalk, pencil, crayons, paper, clay, ink, markers, and fibers.

The student will:

- know the differences between materials, techniques, and processes
- use art materials and tools in a safe and responsible manner
- use a variety of materials to communicate

2. Using knowledge of structures and functions

The lessons explore elements and principles of art: color, form, line, shape, space, texture, value, balance, contrast, emphasis, movement, pattern, and rhythm.

The student will:

- know the definitions of elements and principles
- be able to recognize elements and principles
- be able to apply elements and principles in artwork

3. Choosing and evaluating a range of subject matter, symbols, and ideas

The communication of ideas and their meanings are developed with choices of media, subject matter, and symbols.

The student will:

- use a variety of techniques/processes such as drawing, painting, sculpture, printmaking, and fiber art to explore and understand content for works of art
- know the difference between subject matter such as landscape, still life, and portrait

4. Understanding the visual arts in relation to history and cultures

Visual art is taught through the context of contemporary and historical cultures.

The student will:

- know that the visual arts have both a history and specific relationship to various cultures
- identify specific works of art as belonging to a particular culture, time and place

5. Reflecting upon and assessing the characteristics and merits of his/her work and the work of others

Aesthetic awareness is taught through the interpretation and evaluation of student works and works of others.

The student will:

- describe how artwork is used in daily life
- understand there are different responses to specific artwork
- know there are various purposes for creative works of visual arts

6. Making connections between visual arts and other disciplines

Interdisciplinary connections between visual arts and other disciplines are taught by comparison and integration of curriculum. The student will:

- identify connections between visual arts and other disciplines in the curriculum
- understand and use similarities and differences between characteristics of visual arts and other disciplines

Music Student Expectations

General Music

1. A third grader will demonstrate appropriate singing techniques.

- participating in all singing activities
- demonstrating appropriate posture
- opening mouth
- demonstrating proper diction
- using singing voice

2. A third grader will perform rhythmic and melodic patterns on classroom instruments.

- demonstrating steady beat
- demonstrating rhythm patterns
- recognizing music notation

3. A third grader will continue to develop an understanding of music concepts (melody, rhythm, harmony, form, expression, tone color, style).

- identifying note and rest values
- identifying dynamic markings
- building a music concept vocabulary

4. A third grader will demonstrate creativity and use of imagination.

- listening, moving, playing instruments, singing, and dramatic interpretation

5. A third grader will demonstrate appropriate personal actions and work ethic.

- listening to and following directions
- working cooperatively in groups
- demonstrates effort in all activities



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