

# Curriculum Guide

## *Third Grade*



Self-Directed  
*Auto-Dirijido*



Innovative  
*Innovador*



Critical Thinker  
*Pensador Crítico*



Collaborative  
*Colaborativo*



Empathetic  
*Empático*



## Introduction

Standards-based teaching and learning is how we approach instruction in Campbell Union School District. In order to best meet the needs of every child, teachers collaboratively engage in cycles of inquiry focused on student learning. Using common formative assessments based on essential standards, they consider the four questions of a Professional Learning Community:

- What do we want our students to learn?
- How do we know our students have learned it?
- What do we do when students don't learn it?
- What do we do when students learn it/already know it?

## Essential Standards

We answer question #1 above by identifying standards students need to master. All standards are not equally significant, however. Some standards have a greater impact beyond the current grade level and are relevant across multiple courses and disciplines. Others seem to deepen understanding and skills only within a certain course or discipline. The most essential standards for every grade level and course have been identified by teams of CUSD teachers, administrators, and instructional coaches using the following criteria:

- **Endurance:** standards that provide students with knowledge and skills beyond a single test date
- **Leverage:** standards that provide knowledge and skills that will be valuable in multiple disciplines or content areas
- **Readiness:** standards that provide knowledge and skills for success in the next grade or level of instruction

CUSD students are exposed to the full and diverse range of standards associated with a grade level or course; however, essential standards clarify areas of acute focus, and guide teachers in decision-making about allocation of instructional time and resources. Essential standards help clarify *what* our students learn, and our [Elements of Quality First Instruction](#) guide teachers in thinking about *how* to ensure students learn:



Learning Targets



Assessments



Differentiation



Responsive Teaching for All

## Evaluation and Reporting

Just as essential standards guide areas of instructional focus, evaluation of student learning leads teachers to dynamic instructional decision-making. Data regarding student successes and

needs are gleaned through a variety of assessments including formative, summative, informal/ “ongoing classroom observation”, and performance tasks. These help to answer PLC question #2. With clear assessment data, teachers then consider next steps for each student relative to deep and rigorous understanding of the standards (PLC questions 3 and 4). Teachers anticipate and plan for successful outcomes for ALL students.

The CUSD Mastery Rubric has been created to assist teachers in identifying next steps for student learning and to guide the reporting of learning outcomes for parents. The essential standards will be listed on student report cards and evaluated using the following mastery rubric:

<b>CUSD Mastery Rubric</b>			
4 Beyond Mastery	3 Mastery	2 Developing	1 Beginning
The student demonstrates not only mastery of the standard but also can make in-depth inferences and applications that go beyond the requirement. The student has no gaps in understanding and makes minimal errors in application.	The student is able to apply the knowledge or skills assessed and can create original work. The student may have some non-critical gaps in understanding or errors in application.	The student is able to recall or reproduce skills of the standard. The student demonstrates some gaps in understanding, significant errors in application, or a need for teacher assistance to complete a task.	The student may or may not be able to recall or reproduce basic knowledge or skills and cannot independently or accurately apply them. The student has significant gaps in understanding, major errors in application, and may require continuous teacher guidance in order to complete a task.

# Third Grade Curriculum Guide

This guide is intended to provide clarity about course content including areas of focus in each major content area. While the broad set of knowledge and skills are listed, **essential standards are highlighted in blue**. These are the standards you'll see on the report card.

## English Language Arts

### Reading - Literature

3.RL.01	Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RL.02	Recount stories, including fables, folktales, & myths from diverse cultures; determine the central message, lesson, or moral & explain how it is conveyed through key details in the text.
3.RL.03	Describe characters in a story (e.g., their traits, motivations, or feelings) & explain how their actions contribute to the sequence of events.
3.RL.04	Determine the meaning of words & phrases as they are used in a text, distinguishing literal from nonliteral language.
3.RL.05	Refer to parts of stories, dramas, & poems when writing or speaking about a text, using terms such as chapter, scene, & stanza; describe how each successive part builds on earlier sections.
3.RL.06	Distinguish their own point of view from that of the narrator or those of the characters.
3.RL.07	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
3.RL.09	Compare & contrast the themes, settings, & plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
3.RL.10	By the end of the year, read & comprehend literature, including stories, dramas, & poetry, at the high end of the grades 2–3 text complexity band independently & proficiently.

## Reading - Informational Text

3.RI.01	Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.02	Determine the main idea of a text; recount the key details & explain how they support the main idea.
3.RI.03	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, & cause/effect.
3.RI.04	Determine the meaning of general academic & domain-specific words & phrases in a text relevant to a grade 3 topic or subject area.
3.RI.05	Use text features & search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
3.RI.06	Distinguish their own point of view from that of the author of a text.
3. RI.07	Use information gained from illustrations (e.g., maps, photographs) & the words in a text to demonstrate understanding of the text (e.g., where, when, why, & how key events occur).
3. RI.08	Describe the logical connection between particular sentences & paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.09	Compare & contrast the most important points & key details presented in two texts on the same topic.
3.RI.10	By the end of the year, read & comprehend informational texts, including history/social studies, science, & technical texts, at the high end of the grades 2–3 text complexity band independently & proficiently.

## Reading - Foundational Skills

3.RF.03	Know & apply grade-level phonics & word analysis skills in decoding words.
3.RF.03a	<b>Identify &amp; know the meaning of the most common prefixes &amp; derivational suffixes.</b>
3.RF.03b	<b>Decode words with common Latin suffixes.</b>
3.RF.03c	<b>Decode multisyllable words.</b>
3.RF.03d	<b>Read grade-appropriate irregularly spelled words.</b>
3.RF.04	Read with sufficient accuracy & fluency to support comprehension.
3.RF.04a	Read on-level text with purpose & understanding.
3.RF.04b	Read on-level prose & poetry orally with accuracy, appropriate rate, & expression on successive readings
3.RF.04c	Use context to confirm or self-correct word recognition & understanding, rereading as necessary.

## Writing

3.W.01	Write opinion pieces on topics or texts, supporting a point of view with reasons.
3.W.01a	Introduce the topic or text they are writing about, state an opinion, & create an organizational structure that lists reasons.
3.W.01b	Provide reasons that support the opinion.
3.W.01c	Use linking words & phrases (e.g., because, therefore, since, for example) to connect opinion & reasons.
3.W.01d	Provide a concluding statement or section.
3.W.02	Write informative/explanatory texts to examine a topic & convey ideas & information clearly.
3.W.02a	Introduce a topic & group related information together; include illustrations when useful to aiding comprehension.
3.W.02b	Develop the topic with facts, definitions, & details.
3.W.02c	Use linking words & phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
3.W.02d	Provide a concluding statement or section.
3.W.03	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, & clear event sequences.
3.W.03a	Establish a situation & introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
3.W.03b	Use dialogue & descriptions of actions, thoughts, & feelings to develop experiences & events or show the response of characters to situations.
3.W.03c	Use temporal words & phrases to signal event order.
3.W.03d	Provide a sense of closure.
3.W.04	With guidance & support from adults, produce writing in which the development & organization are appropriate to task & purpose.
3.W.05	With guidance & support from peers & adults, develop & strengthen writing as needed by planning, revising, & editing.
3.W.06	With guidance & support from adults, use technology to produce & publish writing (using keyboarding skills) as well as to interact & collaborate with others.
3.W.07	Conduct short research projects that build knowledge about a topic.
3.W.08	Recall information from experiences or gather information from print & digital sources; take brief notes on sources & sort evidence into provided categories.
3.W.10	Write routinely over extended time frames (time for research, reflection, & revision) & shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, & audiences.

## Speaking & Listening

3.SL.01	Engage effectively in a range of collaborative discussions (one-on-one, in groups, & teacher-led) with diverse partners on grade 3 topics & texts, building on others' ideas & expressing their own clearly.
3.SL.01a	<b>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation &amp; other information known about the topic to explore ideas under discussion.</b>
3.SL.01b	<b>Follow 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 &amp; texts under discussion).</b>
3.SL.01c	<b>Ask questions to check understanding of information presented, stay on topic, &amp; link their comments to the remarks of others.</b>
3.SL.01d	<b>Explain their own ideas &amp; understanding in light of the discussion.</b>
3.SL.02	Determine the main ideas & supporting details of a text read aloud or information presented in diverse media & formats, including visually, quantitatively, & orally.
3.SL.03	Ask & answer questions about information from a speaker, offering appropriate elaboration & detail.
3.SL.04	Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understandable pace.
3.SL.05	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
3.SL.06	Speak in complete sentences when appropriate to task & situation in order to provide requested detail or clarification.



Language	
3.L.01	Demonstrate command of the conventions of standard English grammar & usage when writing or speaking.
3.L.01a	Explain the function of nouns, pronouns, verbs, adjectives, & adverbs in general & their functions in particular sentences.
3.L.01b	Form & use regular & irregular plural nouns.
3.L.01c	Use abstract nouns (e.g., childhood).
3.L.01d	Form & use regular & irregular verbs.
3.L.01e	Form & use the simple (e.g., I walked; I walk; I will walk) verb tenses.
3.L.01f	Ensure subject-verb & pronoun-antecedent agreement.
3.L.01g	Form & use comparative & superlative adjectives & adverbs, & choose between them depending on what is to be modified.
3.L.01h	Use coordinating & subordinating conjunctions.
3.L.01i	Produce simple, compound, & complex sentences.
3.L.02	Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing.
3.L.02a	Capitalize appropriate words in titles.
3.L.02b	Use commas in addresses.
3.L.02c	Use commas & quotation marks in dialogue.
3.L.02d	Form & use possessives.
3.L.02e	Use conventional spelling for high-frequency & other studied words & for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
3.L.02f	Use spelling patterns & generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
3.L.02g	Consult reference materials, including beginning dictionaries, as needed to check & correct spellings.
3.L.03	Use knowledge of language & its conventions when writing, speaking, reading, or listening.
3.L.03a	Choose words & phrases for effect.
3.L.03b	Recognize & observe differences between the conventions of spoken & written standard English.
3.L.04	Determine or clarify the meaning of unknown & multiple-meaning word & phrases based on grade 3 reading & content, choosing flexibly from a range of strategies.
3.L.04a	Use sentence-level context as a clue to the meaning of a word or phrase.
3.L.04b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
3.L.04c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
3.L.04d	Use glossaries or beginning dictionaries, both print & digital, to determine or clarify the precise meaning of key words & phrases.
3.L.05	Demonstrate understanding of word relationships & nuances in word meanings.
3.L.05a	Distinguish the literal & nonliteral meanings of words & phrases in context (e.g., take steps).
3.L.05b	Identify real-life connections between words & their use (e.g., describe people who are friendly or helpful).
3.L.05c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
3.L.06	Acquire & use accurately grade-appropriate conversational, general academic, & domain-specific words & phrases, including those that signal spatial & temporal relationships (e.g., After dinner that night we went looking for them).

# English Language Development

The full range of California English Language Development Standards include a comprehensive set of learning outcomes for interacting in meaningful ways in English and learning about how English works. Listed below are only the ELD standards identified as essential for how to interact in meaningful ways in English. All of the standards focusing on how English works are essential and needed for students to develop fluency in English. Successes in mastery of these standards are reported only for English Learners.

	<b>Emerging</b>	<b>Expanding</b>	<b>Bridging</b>	
ELD.PI.3.1	Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using short phrases.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, and adding relevant information.	Contribute to class, group, and partner discussions, including sustained dialogue, by following turn-taking rules, asking relevant questions, affirming others, adding relevant information, building on responses, and providing useful feedback.	<b>Exchanging Information and Ideas</b>
ELD.PI.3.2	Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, and the like.	<b>Interacting via Written English</b>
ELD.PI.3.5	Demonstrate active listening to read-alouds and oral presentations by asking and answering basic questions, with prompting and substantial support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with occasional prompting and moderate support.	Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.	<b>Listening Actively</b>
ELD.PI.3.6	Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.	<b>Reading and Viewing Closely</b>
ELD.PI.3.11	Support opinions by	Support opinions by	Support opinions or	<b>Supporting</b>

	providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.	<b>Opinions</b>
ELD.PI.3.12	Use a select number of general academic and domain-specific words to add details (e.g., adding the word <i>dangerous</i> to describe a place, using the word <i>habitat</i> when describing animal behavior) while speaking and writing.	Use a growing number of general academic and domain-specific words in order to add detail, create an effect (e.g., using the word <i>suddenly</i> to signal a change), or create shades of meaning (e.g., <i>scurry</i> versus <i>dash</i> ) while speaking and writing.	Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect, precision, and shades of meaning while speaking and writing.	<b>Selecting Language Resources</b>

# Mathematics

## Operations and Algebraic Thinking

3.OA.01	Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .
3.OA.02	Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .
3.OA.03	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
3.OA.04	Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$ , $5 = ? \div 3$ , $6 \times 6 = ?$ .
3.OA.05	Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$ , then $15 \times 2 = 30$ , or by $5 \times 2 = 10$ , then $3 \times 10 = 30$ . (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$ , one can find $8 \times 7$ as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$ . (Distributive property.)
3.OA.06	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.
3.OA.07	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
3.OA.08	Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
3.OA.09	Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.

## Number and Operations in Base Ten

3.NBT.01	Use place value understanding to round whole numbers to the nearest 10 or 100.
3.NBT.02	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
3.NBT.03	Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., $9 \times 80$ , $5 \times 60$ ) using strategies based on place value and properties of operations.

## Number and Operations - Fractions

3.NF.01	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .
3.NF.02	Understand a fraction as a number on the number line; represent fractions on a number line diagram.
3.NF.02a	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
3.NF.02b	Represent a fraction $a/b$ on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.
3.NF.03	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
3.NF.03a	Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
3.NF.03b	Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$ , $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.
3.NF.03c	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$ ; recognize that $6/1 = 6$ ; locate $4/4$ and 1 at the same point of a number line diagram.
3.NF.03d	Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$ , $=$ , or $<$ , and justify the conclusions, e.g., by using a visual fraction model.

## Measurement and Data

3.MD.01	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
3.MD.02	Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
3.MD.03	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
3.MD.04	Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
3.MD.05	Recognize area as an attribute of plane figures and understand concepts of area measurement.
3.MD.05a	A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
3.MD.05b	A plane figure which can be covered without gaps or overlaps by $n$ unit squares is said to have an area of $n$ square units.
3.MD.06	Measure areas by counting unit squares (square cm, square m, square in, square ft., and improvised units).
3.MD.07	Relate area to the operations of multiplication and addition.
3.MD.07a	Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
3.MD.07b	Multiply side lengths to find areas of rectangles with whole- number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
3.MD.07c	Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths $a$ and $b + c$ is the sum of $a \times b$ and $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.
3.MD.07d	Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
3.MD.08	Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

## Geometry

3.G.01	Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
3.G.02	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.

## Science

### Science and Engineering Practices

3.SEP.1	Ask questions about what would happen if a variable is changed; identify scientific (testable) and non-scientific (non-testable) questions; ask questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect relationships; use prior knowledge to describe problems that can be solved; define a simple design problem that can be solved through the development of an object, tool, process, or system and includes several criteria for success and constraints on materials, time, or cost.	<b>Asking Questions and Defining Problems</b>
3.SEP.2	Identify limitations of models, collaboratively develop and/or revise a model based on evidence that shows the relationships among variables for frequent and regular occurring events; develop a model using an analogy, example, or abstract representation to describe a scientific principle or design solution; develop and/or use models to describe and/or predict phenomena; develop a diagram or simple physical prototype to convey a proposed object, tool, or process; use a model to test cause and effect relationships or interactions concerning the functioning of a natural or designed system.	<b>Developing and Using Models</b>
3.SEP.3	Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered; evaluate appropriate methods and/or tools for collecting data; make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution; make predictions about what would happen if a variable changes; test two different models of the same proposed object, tool, or process to determine which better meets criteria for success.	<b>Planning and Carrying Out Investigations</b>
3.SEP.7	Compare and refine arguments based on an evaluation of the evidence presented; distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation; respectfully provide and receive critiques from peers about a proposed procedure, explanation, or model by citing relevant evidence and posing specific questions; construct and/or support an argument with evidence, data, and/or a model; use data to evaluate claims about cause and effect; make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.	<b>Engaging in Argument from Evidence</b>

## Science Content

3.LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	<b>Life Science</b>
3.ESS2-1	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	<b>Earth &amp; Space Science</b>
3.PS2-1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	<b>Physical Science</b>
3.ETS1-1	Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.	<b>Engineering (STEAM)</b>



## Digital Literacy

CUSD students are learning to think critically about the web and build their digital literacy skills through their use of technology. In third grade, students will answer these essential questions:

1. How do I know if the information I am reading online is accurate?
2. What is cyberbullying? How can I avoid it/report it?
3. How much information should I share about myself online?
4. How can I engage my audience when presenting information?

## Physical Education

Goal 1	<b>Manipulative Skills</b> Overhand Throw 1.7 / 1.9 / 2.2 Striking 1.12 Dribble 1.13 / 1.14	General Movement Concepts
Goal 2	<b>Transfer of Movement Skills to Other Physical Activities</b> 2.1	Movement Concepts
Goal 3	<b>Knowledge and Self Assessment</b> 3.1 <b>Body Composition</b> 3.7	Fitness Concepts
Goal 4	<b>Identify and Apply</b> 4.2 <b>Aerobic Capacity</b> 4.8 <b>Muscular Strength/Endurance</b> <b>Flexibility</b> 4.10	Fitness Concepts
Goal 5	<b>Social Responsibility</b> <b>Social Interaction</b> 5.4 / 5.5 <b>Group Dynamics</b> 5.6	Social Interaction Concepts



## Collaborative

### Collaboration Definition:

Learners who are collaborative systematically and interdependently work towards a common goal while communicating and being flexible throughout the exchange of ideas.

### Skills and Behaviors/ Dispositions:

- Listening: Actively hear, paraphrase, and summarize other's ideas to deeply understand alternative or competing perspectives.
- Contributing: Offer new, radical, and sometimes unpopular views.
- Accept and provide growth oriented feedback: Specific feedback that guides individuals toward mastery of individual efforts rather than performance or compliance.
- Committing to work through conflict: Productively engage in and move through conflict.
- Consensus Building: Find ways to compromise to provide solutions.

### Learning Target Progression:

#### TK-2 Learning Targets

1. I can receive feedback with an open mind.
2. I can listen to and ask questions of others to get their ideas.
3. I can share in a positive way with my partner or team.

#### 3rd - 5th Grade Learning Targets

1. I can give and receive feedback that is respectful, specific, and helpful.
2. I can respectfully listen to, consider, and build on different points of view.
3. I can adapt to various working situations.
4. I can productively contribute to the group.
5. I can present information about a topic of choice in multiple ways.

#### 6th-8th Grade Learning Targets

1. I can internalize feedback received to contribute to a collaborative conversation.
2. I can work interdependently with my team in a respectful manner to reach a common goal.
3. I can respectfully agree/disagree with ideas instead of people.
4. I can apply productive feedback from others.
5. I can actively listen to ensure that all team members are equally heard.



Empathetic

### **Empathetic Definition:**

Learners who are empathetic are socially aware and able to respond appropriately to the needs of multiple perspectives.

### **Skills and Behaviors:**

- Sensitivity to other's emotions: Develop an “emotional radar” to pick up on what people are feeling by watching body language and facial expressions to pick up on any meaning they are showing transparently.
- Self Awareness: Understand how your emotions or feelings may be affecting your thoughts and actions.
- Open-Mindedness: Allow yourself to be influenced by the thoughts and feelings of others.
- Imagination/Curiosity: Think about what it would be like to be in their shoes and take time to be curious about what people think to understand their point of view.

### **Learning Target Progression:**

#### TK-2 Learning Targets

1. I can recognize what someone else may be thinking and feeling.
2. I can describe how my actions impact others.
3. I can treat others with respect and kindness.
4. I can listen with my eyes, ears, and heart.

#### 3rd - 5th Grade Learning Targets

1. I can offer help when someone is in need.
2. I can respond appropriately to the feelings of others.
3. I can actively listen to understand another point of view.
4. I can recognize that everyone has different experiences which contribute to who they are and their view of the world.

#### 6th-8th Grade Learning Targets

1. I can offer help when someone is in need.
2. I can anticipate how others might respond to my actions.
3. I can actively listen to understand another point of view.
4. I can apply my understanding of multiple perspectives and individual differences in various contexts.
5. I can stand up for others when I see mistreatment in and outside the classroom.



### **Self-Directed Definition:**

Learners who are self-directed continuously assess their present state of being and plan and execute steps to continue growing.

### **Skills and Behaviors:**

- Focus on goals: Set individual growth goals and create steps to achieve them.
- Focus on strengths: Learn and capitalize on individual strengths.
- Knowing what to do when you don't know: Embrace uncertainty with questions and a commitment to pursue information and next steps.
- Perseverance: Continuing to push through challenges

### **Learning Target Progression:**

#### TK-2 Learning Targets

1. I can make a plan to finish what I start.
2. I can explore different learning strategies.
3. I can select resources to support my learning goal.
4. I can ask questions to help me understand.
5. I can try again when learning is hard.

#### 3rd - 5th Grade Learning Targets

1. I can set goals for my learning needs.
2. I can choose a strategy to support my learning goals.
3. I can seek help in an appropriate way from reliable sources to complete tasks.
4. I can ask deeper questions to help me understand.
5. I can persevere when learning gets tough.

#### 6th-8th Grade Learning Targets

1. I can set goals for my own learning with steps that help me manage projects and accomplish tasks.
2. I can identify and use learning strategies that work best for me.
3. I take initiative to use the resources available to me when I don't understand something.
4. I can engage in inquiry to extend my learning.
5. I can persevere through difficult tasks and situations and adjust my goals as needed.



## A Critical Thinker

### Critical Thinker Definition:

Learners who are critical thinkers question their current level of understanding and work to deepen or challenge that understanding.

### Skills and Behaviors:

- Investigation: Ask questions and formulate a process for problem solving
- Analyzing and Interpreting: Identify and define a specific problem
- Sourcing: Discern the reliability of information and distinguish fact from opinion.
- Connecting: See patterns and create connections
- Drawing Conclusions: Use information that is implied or inferred to make a judgement, summarize information to assess your next steps

### Learning Target Progression:

#### TK -2 Learning Targets

1. I can ask a question.
2. I can discover and understand different sources of information and how to apply them.
3. I can use information from other sources to form my own ideas.
4. I can say why an idea is a good one.
5. I can make related connections.

#### 3rd - 5th Grade Learning Targets

1. I can ask questions that further my understanding.
2. I can evaluate the credibility and relevance of a source.
3. I can incorporate sources from multiple perspectives.
4. I can analyze details within the content I am studying to extract important information to support my learning/understanding.
5. I can make connections between academic and real-world concepts.

#### 6th-8th Grade Learning Targets

1. I can ask questions to deepen knowledge, find the optimal solution, and improve.
2. I can evaluate evidence and the credibility of the sources.
3. I can consider multiple sources of information in order to gain perspective and identify my own and other's bias.
4. I can analyze and generate multiple solutions to the same problem.
5. I can connect ideas, themes, and applications, to related and unrelated concepts.



**Innovative Definition:**

Learners who are innovative surpass conventional thinking and take risks to develop something unique and new to creatively meet another’s needs.

**Skills and Behaviors:**

- Displaying Curiosity: Notice, ask questions, and observe
- Synthesizing: Blend ideas from competing or unrelated perspectives to create something new.
- Creativity: Perceive the world in new ways, find hidden patterns, and make connections between unrelated phenomena
- Contribute: Offer ideas, learn from failure, and learn from others

**Learning Target Progression:**

<p>TK-2 Learning Targets</p> <ol style="list-style-type: none"><li>1. I can make mistakes and learn from them.</li><li>2. I can use my imagination to think about new ideas.</li><li>3. I can brainstorm.</li><li>4. I can look for creative solutions when faced with a set back.</li><li>5. I can contribute ideas to improve my community.</li></ol>
<p>3rd - 5th Grade Learning Targets</p> <ol style="list-style-type: none"><li>1. I can take creative risks knowing I will be able to learn from my failures.</li><li>2. I can revise and refine my ideas.</li><li>3. I can brainstorm beyond the most common ideas.</li><li>4. I can look at problems as design opportunities.</li><li>5. I can offer solutions to community and real-world problems.</li></ol>
<p>6th-8th Grade Learning Targets</p> <ol style="list-style-type: none"><li>1. I can demonstrate a rapid prototyping process, learning from each phase.</li><li>2. I can connect new information as I work to refine my ideas.</li><li>3. I can build on and elaborate on others’ ideas through a brainstorming process.</li><li>4. I can create through the designing and engineering process.</li><li>5. I can find creative solutions within real-world criteria and constraints.</li></ol>





# SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

## SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- ⇒ Identifying emotions
- ⇒ Accurate self-perception
- ⇒ Recognizing strengths
- ⇒ Self-confidence
- ⇒ Self-efficacy

## SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- ⇒ Impulse control
- ⇒ Stress management
- ⇒ Self-discipline
- ⇒ Self-motivation
- ⇒ Goal setting
- ⇒ Organizational skills

## SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- ⇒ Perspective-taking
- ⇒ Empathy
- ⇒ Appreciating diversity
- ⇒ Respect for others

## RELATIONSHIP SKILLS

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- ⇒ Communication
- ⇒ Social engagement
- ⇒ Relationship building
- ⇒ Teamwork

## RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- ⇒ Identifying problems
- ⇒ Analyzing situations
- ⇒ Solving problems
- ⇒ Evaluating
- ⇒ Reflecting
- ⇒ Ethical responsibility





