

Livonia Public Schools

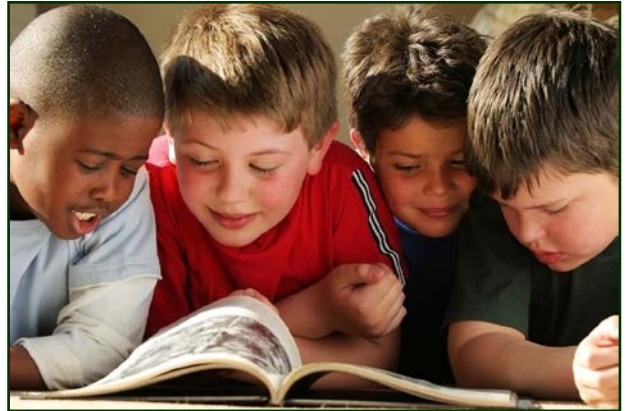
THIRD GRADE ESSENTIAL CONTENT

Parent Guide

September 2016

Our curriculum is designed to provide on-going learning experiences which enable students to achieve these outcomes upon graduation:

- Acquire a core of understandings and competencies within the content areas
- Respect self, others, and the environment
- Use critical and creative thinking to make decisions and solve problems
- Know how to learn and work productively
- Work and participate independently and cooperatively
- Acquire and process information
- Communicate effectively



K-6 LIVING AND LEARNING

Acquiring and Using Information

Acquire information from a variety of sources.
Develop and use basic thinking skills.
Use critical and creative thinking to make decisions and solve problems.
Apply metacognitive skills to all thinking processes.

Personal Management/Ethics

Work productively to achieve learning.
Develop a positive attitude toward learning and work.
Demonstrate a commitment to personal and societal ethics.

Social Interaction

Communicate effectively to assist in group tasks.
Identify with the group.

ART

Apply skills and knowledge to perform in the arts.
Apply skills and knowledge to create in the arts.
Describe, analyze, interpret, and evaluate works of art.
Understand, analyze, and describe works of art in their historical and cultural contexts.
Recognize, analyze, and describe connections among the arts; between visual art and classroom curriculum; between visual art and everyday life.
Reflect upon and assess the characteristics of student's own processes and the merit of their art work and art work of others.

GENERAL MUSIC

Develop good singing posture.
Sing Core Repertoire with increasing accuracy in beat, rhythm and pitch.
Sing using Solfege with emphasis on scale.
Improvise Solfege melodies.
Sing expressively (ex: loud, soft, fast, slow, phrasing)
Demonstrate sense of steady beat while singing.
Identify written whole note, whole rest, dotted-half note, half note, half rest, quarter note, quarter rest and paired eighth notes.
Identify line and space notes on treble staff.
Compose a short musical piece.
Participate in group musical activities.
Move to music appropriately.
Aurally recognize loud/soft, fast/slow, short/long and high/low.
Aurally identify musical instruments.
Aurally identify style of various musical compositions.
Use and identify classroom instruments.
Develop music vocabulary.
Explore music of famous composers.

HEALTH

Demonstrate knowledge of nutrition: food groups, essential nutrients, and balanced meals.
Demonstrate understanding of exercise and fitness: muscle and heart fitness, fitness skills, sport and game safety.
Develop an awareness of drugs: drugs used as medicine, effects of stimulants and depressants on the body, dangers of alcohol and tobacco.
Develop knowledge of communicable diseases and spread of germs.
Describe ways to show acceptance of differences.

LITERACY

Ask and answer questions referring to the text for answers.
Recount stories, determining the central message and key details
Identify main idea and explain how it is supported by key details.
Describe characters and how their actions contribute to events.
Use text features to locate information.
Distinguish own point of view from authors'.
Identify similarities and differences between texts.
Read grade level appropriate texts with purpose and understanding.
Know and apply grade-level phonics to decode words.
Read with sufficient accuracy and fluency to support comprehension.
Produce opinion, informational, and narrative writing pieces.
Conduct short research and writing projects.
Come to discussions prepared, following agreed upon rules for discussion and building on others' talk.
Report on a topic orally, using relevant details.
Speak in complete sentences when appropriate to task.
Use grade-appropriate spelling and conventions in writing.
Determine the meaning of unknown words.
Read and write routinely across the curriculum.

LMC SKILLS

Standard 1: Access information efficiently and effectively to inquire, think critically, and gain knowledge

- Recognize the need for information
- Formulate questions based on information needs
- Identify various potential sources of information
- Develop and use successful strategies for locating information
- Seek information from diverse sources

Standard 2: Evaluate information critically and competently

- Determine accuracy, relevance, and comprehensiveness of information
- Distinguish among fact, point of view, and opinion
- Identify inaccurate and misleading information
- Select information appropriate to the problem or question

Standard 3: Use information accurately, creatively, and ethically to share knowledge and to participate collaboratively and productively as a member of a democratic society

- Organize information for practical application
- Integrate new information into own schema
- Produce and communicate information and ideas in appropriate formats
- Uses problem-solving techniques to devise strategies for improving process or product
- Practice ethical behavior when using print and digital

resources (including freedom of speech, intellectual freedom, copyright, and plagiarism)

Standard 4: Appreciate literature and other creative expressions of thoughts and ideas and pursue knowledge related to personal interests and aesthetic growth

- Cultivate a love of reading and become a self-motivated reader
- Develop a knowledge of genres and literary elements
- Derive meaning from informational texts in various formats

Standard 5: Understand and practice Internet safety when using any electronic media for educational, social, or recreational purposes

- Practice strategies that promote personal safety and protect online and offline reputation
- Recognize that networked environments are public places governed by codes of ethical behavior
- Practice positive digital citizenship
- Distinguish website authority, validity, and purpose
- Understand the need for protecting personal privacy when using public access to digital sources
- Protect personal information and electronic devices in an online environment

MATHEMATICS

Understand multiplication by thinking about groups of objects.
Understand division by thinking about how one group can be divided into smaller groups.

Use what I know about multiplication and division to solve word problems.

Find the missing number in a multiplication or division equation.

Use the Commutative property of multiplication. (I know that if $6 \times 4 = 24$, then $4 \times 6 = 24$.)

Use the Associative property of multiplication. (To figure out $3 \times 5 \times 2$ I can multiply $3 \times 5 = 15$, then $15 \times 2 = 30$ OR multiply $5 \times 2 = 10$, then $3 \times 10 = 30$.)

Use the Distributive property of multiplication. (To figure out 8×7 , I can think of $8 \times (5 + 2)$ which means $(8 \times 5) + (8 \times 2) = 40 + 16 = 56$.)

Find the answer to a division problem by thinking of the missing factor in a multiplication problem. (I can figure out $32 \div 8 = 4$ because $8 \times 4 = 32$.)

Multiply and divide within 100 easily and quickly because I know how multiplication and division are related.

Use addition, subtraction, multiplication and division to solve all kinds of word problems and then use mental math to decide if my answers are reasonable.

Find patterns in addition and multiplication tables and explain them using what I know about how numbers work.

Round numbers to the nearest ten or 100.

Add and subtract numbers within 1000.

Quickly and easily multiply any one-digit whole number by 10.
Show and understand that fractions are equal parts of a whole.
Label fractions on a number line because I know the space

between any two numbers can be thought of as a whole.
Explain in words or pictures how two fractions can sometimes be equal.

Compare fractions by reasoning about their size.

Show whole numbers as fractions. ($3 = 3/1$)

Recognize fractions that are equal to one whole. ($1 = 4/4$)

Tell and write time to the nearest minute.

Measure time in minutes.

Solve telling time word problems by adding and subtracting minutes.

Measure liquids and solids with liters, grams and kilograms.

Use addition, subtraction, multiplication and division to solve word problems involving mass and volume.

Create a picture or bar graph to show data and solve problems using the information from the graphs.

Create a line plot from measurement data, where the measured objects have been measured to the nearest whole number, half or quarter.

Understand that the area of plane shapes can be measured in square units.

Measure areas by counting unit squares.

Measure area by using what I know about multiplication and addition.

Solve real world math problems using what I know about the perimeter of shapes.

Place shapes into categories depending upon their attributes.

Recognize and draw quadrilaterals such as rhombuses, rectangles and squares, as well as other examples of quadrilaterals.

Divide shapes into parts with equal areas and show those areas as fractions.

Standards for Mathematical Practice

- Make sense of problems and persevere in solving them.*
 - When given a problem, I can make a plan, carry out my plan, and check my answer.
- Reason abstractly and quantitatively.*
 - I can use numbers and words to help me make sense of problems.
- Construct viable arguments and critique the reason of others.*
 - I can explain my thinking and respond to the mathematical thinking of others.
- Model with Mathematics.*
 - I can recognize math in everyday life and use math I know to solve problems.
- Use appropriate tools strategically.*
 - I can use certain tools to help me explore and deepen my math understanding.
- Attend to precision.*
 - I can be precise when solving problems and clear when I share my ideas.
- Look for and make use of structure.*
 - I can see and understand how numbers and shapes are organized and put together as parts and wholes.

- Look for and express regularity in repeated reasoning.*
 - I can notice when calculations are repeated.

PHYSICAL EDUCATION

Demonstrate competence in selected locomotor skills.

Demonstrate competence in selected object control skills:
overhead throw, hand dribble, catch, kick, foot dribble, forehand strike.

Demonstrate competence in selected body management skills:
spatial awareness, balance, even-beat rhythms.

Demonstrate growth and development in selected indicators of physical fitness.

Demonstrate knowledge of proper safety procedures.

Develop personal-social skills appropriate for sports-related activities and games: positive self-concept, self-discipline, fair play, respect for property and individuals, attentiveness, cooperation.

Demonstrate competence in selected sports and games for life-long physical activities: soccer, racquet sports, basketball, softball, football.

SCIENCE

Apply understanding of science through reading, writing and technology.

Understand the earth.

Understand plants and animals.

Understand the properties of motion.

Understand energy types and sources of energy (light/sound).

Science and Engineering Practices

- Asking Questions and Defining Problems*
 - I can wonder about the world and write it as a question.
- Developing and Using Models*
 - I can create ways to model real world situations.
- Planning and Carrying Out Investigations*
 - I can plan and carry out investigations.
- Analyzing and Interpreting Data*
 - I can understand and explain what data means.
- Use Mathematics and Computational Thinking*
 - I can use math strategies to explain my thinking.
- Constructing Explanations and Designing Solutions*
 - I can come up with solutions and explain why.
- Engaging in Argument from Evidence*
 - I can use proof to support my findings.
- Obtaining, Evaluating and Communicating Information*
 - I can collect, understand, and show my information.

SOCIAL STUDIES

We are in the process of realigning the grade 3 and 4 social studies curriculum. As a result, the essential content may shift between these two grade levels. For example, your child's school may teach Michigan studies in grade 3 and U.S. regions in grade 4 or vice versa.

U.S. Regions

- Understand examples of people and events in U.S. regions that contributed to the U.S.
- Understand ideas and values important in our history and lives.
- Understand, locate and analyze the characteristics of places and cultures of the U.S.
- Apply understanding of civic principles and values to their own lives and issues and problems at the local, state or national level.
- Understand basic economic principles at work in their own lives and in U.S. regions.
- Locate, use and organize information from a variety of sources to address topics and questions regarding U.S. regions.
- Analyze and respond to questions and issues in their own community and in U.S. regional studies.
- Participate and act constructively and ethically in the classroom, school and community.

Michigan Studies

- Understand the sequence and cause and effect relationships of the major events, people and developments of Michigan History.
- Analyze, interpret and evaluate key decisions, events and developments in the history of Michigan.
- Understand relationships, patterns and issues in the geography and development of Michigan.
- Apply understanding of civic principles and values to their own lives, Michigan historical examples and contemporary issues.
- Understand the basic purpose, structure, organization and role of local, state and national government.

- Apply understanding of basic economic principles, concepts and systems to their own lives and Michigan developments.
- Locate, use and organize information from a variety of sources to address topics and questions regarding Michigan history, questions and issues.
- Analyze and respond to questions and issues in Michigan history and developments.
- Participate and act constructively and ethically in the classroom, school and community.

TECHNOLOGY

- Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.
- Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

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