LANGUAGE ARTS

Literature

1. Comprehend the literal and inferred meaning of texts.
2. Determine the meaning of words and phrases.
3. Describe how successive parts of literature build on earlier sections.
4. Distinguish points of view.
5. Read grade appropriate texts with comprehension, accuracy and fluency.
6. Self-select texts for enjoyment and academic tasks.

Informational Text

1. Comprehend nonfiction/informational texts.
2. Determine the meaning of academic and domain-specific words.
3. Use text features and search tools to locate information.
4. Distinguish points of view.
5. Read grade appropriate texts with comprehension, accuracy and fluency.
6. Self-select texts for enjoyment and academic tasks.

Foundational Skills

1. Know and apply grade-level phonics and word analysis skills.
2. Read with sufficient accuracy and fluency to support comprehension.

Writing

1. Write opinion, informative/explanatory, and narrative pieces.
2. Use a writing process to develop and strengthen writing.
3. Use technology to produce and publish writing.
4. Conduct short research projects.
5. Gather information from print and digital sources.
6. Write routinely over shorter and extended time frames.

Language

1. Demonstrate command of English grammar when writing or speaking.
2. Demonstrate command of writing conventions: capitalization, punctuation, and spelling.
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
4. Determine or clarify the meaning of unknown words.
5. Demonstrate understanding of word relationships and changes in word meanings.
6. Acquire and use grade appropriate language.

Speaking, Viewing, Listening & Media Literacy

1. Engage in collaborative discussions.
2. Determine the main idea of information presented in diverse formats.
3. Ask and answer questions about information from a speaker.
4. Report on a topic or text and avoid plagiarism.
5. Create audio recordings of stories or poems.
6. Speak in complete sentences to provide details or clarification.
7. Use different types of print and digital media.
8. Create a multimedia work for a specific purpose.

Resources: Benchmark Literacy

MATHEMATICS

1. Compare and represent whole numbers up to 10,000, with an emphasis on place value.
2. Compare and represent whole numbers up to 10,000, with an emphasis on place value.
3. Add and subtract multi-digit whole numbers; represent multiplication and division in various ways; solve real-world and mathematical problems using arithmetic.
4. Understand meanings and uses of fractions in real-world and mathematical situations.
5. Use single-operation input-output rules to represent patterns and relationships and to solve real-world and mathematical problems.
6. Use number sentences involving multiplication and division basic facts and unknowns to represent and solve real-world and mathematical problems; create real-world situations corresponding to number sentences.
7. Use geometric attributes to describe and create shapes in various contexts.
8. Understand perimeter as a measurable attribute of real-world and mathematical objects. Use various tools to measure perimeter.
9. Use time, money and temperature to solve real-world and mathematical problems.
10. Collect, organize, display, and interpret data. Use labels and a variety of scales and units in displays.

Resources: Math Expressions

Home/School/Connection: www.eduplace.com/parents/mthexp/.com
www-k6.thinkcentral.com/ePC/start.do

SCIENCE

1. Understand that scientists work as individuals and in groups, emphasizing evidence, open communication and skepticism.
2. Understand that scientific inquiry is a set of interrelated processes incorporating multiple approaches used to pose questions about the natural world and investigate phenomena.
3. Understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.
4. Understand that tools and mathematics help scientists and engineers see more, measure more accurately, and do things that they could not otherwise accomplish.
5. Understand that energy appears in different forms, including sound and light.
6. Understand that the sun and moon have locations and movements that can be observed and described.
7. Understand that objects in the solar system are seen from Earth as points of light with distinctive patterns of motion.
8. Understand that living things are diverse with many different characteristics enabling them to grow, reproduce and survive.
9. Understand that offspring are generally similar to their parents, but may have variations that can be advantageous or disadvantageous in a particular environment.

Resources: FOSS Motion & Matter; FOSS Water & Climate; FOSS Structures of Life

Home/School /Connection: www.fossweb.com

SOCIAL STUDIES

1. Identify ways people make a difference in the civic life of their communities, state, nation or world.
2. Explain the importance of civic discourse and the principles of majority rule and minority rights.
3. Describe the importance of the services provided by government.
4. Identify the three branches of government and their primary functions.
5. Identify possible short-and long-term consequences of different choices.
6. Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.
7. Explain that producing any good or service requires resources.
8. Explain that consumers and producers have two roles.
9. Use maps and concepts of location to describe places in one's community, Minnesota, United States or the world
10. Create and interpret simple maps of places around the world, local to global; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial info.
11. Identify landforms and patterns in population.
12. Identify physical and human features that act as boundaries or dividers.
13. Reference different time periods using correct terminology, including the terms decade, century and millennium.
14. Create timelines of important events in three different time scales—decades, centuries and millennia.
15. Examine historical records, maps and artifacts to answer basic questions about times and events in history.
16. Compare and contrast two different accounts of an event.
17. Compare and contrast various ways that different cultures have expressed concepts of time and space.
18. Explain how an invention of the past changed life at that time, including positive, negative and unintended outcomes.
19. Identify examples of individuals or groups who have had an impact on world history.
20. Explain how the environment, communication and daily life influenced the settlement of ancient peoples in three different regions of the world.

Units of Study: Citizenship & Government, Heroes, Ancient Civilization

HEALTH

1. Comprehend concepts related to health promotion and disease prevention to enhance health.
2. Analyze the influence of family, peers, culture, media, technology, and other factors on health behavior.
3. Access information and products and services to enhance health.
4. Use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Use decision-making skills to enhance health.
6. Use goal-setting skills to enhance health.
7. Practice health-enhancing behaviors and avoid health risks.
8. Advocate for personal, family, and community health.

VISUAL ARTS

1. Understand the elements of visual arts, including color, line, shape, form, texture, and space.
2. Understand the characteristics of visual art from a variety of cultures and historical times.
3. Use the tools, basic skills, and techniques of at least three different mediums.
4. Create original works of art to communicate ideas.

Resources: Adventures in Art, Davis Publishing
Artist Study: Edward Hopper, Paul Gauguin
Lessons: Drawing Imaginary Places, Balance & Rhythms, Seeing & Touching Textures, Plans for Patterns, Color Families, Mixing Colors of Paint

MEDIA AND TECHNOLOGY

1. Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

MUSIC

1. Sing with accurate pitch.
2. Sing harmony in a group using partner songs.
3. Read and sing musical patterns shown with traditional notation.
4. Play simple melodies on keyboard.
5. Play simple melodies or accompaniments on recorder.
6. Read notation to play musical patterns on keyboard & recorder.
7. Read and understand musical signs and symbols.
8. Compose a short instrumental piece.
9. Listen to music and identify instruments by timbre (sound).
10. Listen, perform, and understand the music of East Asia.

Additional Concepts:

1. Demonstrate musical concepts using movement.
2. Demonstrate appropriate audience behavior.
3. Evaluate musical performances.

PHYSICAL EDUCATION

1. Demonstrate competency in a variety of motor skills and movement patterns.
2. Apply knowledge of concepts, principles, strategies and tactics to movement and performance.
3. Demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibit responsible personal and social behavior that respects self and others.
5. Recognize the value of physical activity for health, enjoyment, challenge, self-expression, and social interaction.

REPORT CARDS

Standards-based reporting describes the grade level/content area skills and knowledge students are learning based on state standards and benchmarks. With standards-based reporting, **3 IS THE GOAL** for the grade level and should be celebrated.

4 - EXCEEDS year end standards for this grade level.
3 - SECURE understanding of year end standards.
2 - DEVELOPING understanding of year end standards.
1 - BEGINNING understanding of year end standards.

TESTING REQUIREMENTS AND SCHEDULE

Minnesota Comprehensive Assessment (MCA):
Students in grades 3-8 are required to take the MCA in reading and math and the MCA Science in grades 5, 8 and high school. The purpose of the MCA testing program is:

- To measure student achievement of the Minnesota Academic Standards,
- To measure the proficiency of Minnesota graduates, and
- To measure the academic progress over time.

Testing window: March 7-May 6, 2016

Benchmark Assessment System:
Students in grades K-4 will be assessed using this one-on-one, comprehensive assessment to determine independent and instructional reading levels.
Testing Timeline: All students will be tested at the beginning and the end of the year. Students performing below grade level will be progress monitored in November and February.

STAR Enterprise:
Students in grades 2 (winter) through high school will be taking the STAR Enterprise tests in reading and mathematics. The purpose of STAR testing is:

- To measure academic progress of all students in reading and mathematics by benchmark testing three times per year, and
- To provide a progress monitoring system that tracks student progress, as needed, for academic interventions.

Testing Timeline: September, January, May

BRAINERD ELEMENTARY SCHOOLS

Baxter	218-454-6400
Garfield	218-454-6450
Harrison	218-454-6500
Lowell	218-454-6550
Nisswa	218-961-6860
Riverside	218-454-6800

To view the entire set of MN Academic Standards
visit MDE at www.education.state.mn.us
or www.isd181.org or call 218-454-6970.
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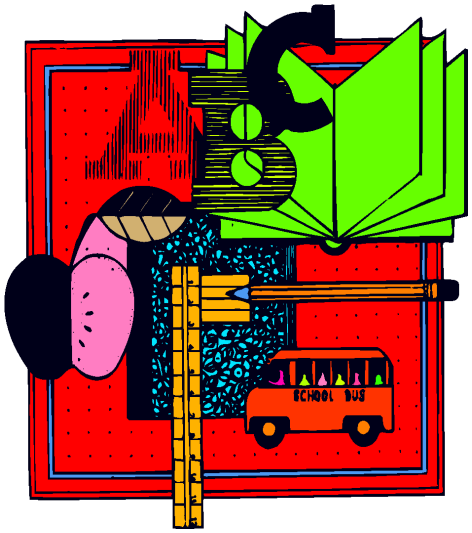
CURRICULUM STANDARDS

GRADE 3



2022-2023

Brainerd Public Schools

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