

## KEY LEARNINGS: THIRD GRADE

2003-2005

### BIBLE

**Accepting His Plan:** The Plan of Redemption, God's plan for the Church and for the individual

- Understand the importance of studying scripture in daily life
- Know who the "three-in-one" members of the God-family are and their individual roles
- Understand that God and the angels He created lived in heaven in perfect harmony before sin
- Understand that sin and its effects are the result of the universal conflict between God and Satan
- Know that death is a consequence of sin, but God has the power to raise the dead from their graves
- Explain Jesus' role as Messiah, Savior and Redeemer in the plan of salvation
- Know that Christians are part of God's family and have a responsibility to witness/serve others
- Understand that all people are equal in God's sight and are accepted into the Family of God
- Know how God has worked in history to preserve the Christian church
- Understand that each person has spiritual gifts and talents
- Know that the power to make right choices is provided by grace
- Understand that Jesus is coming back for all who have chosen to follow Him and will live with Him through eternity

### FINE ARTS

**Art** - Consult the *NAD Fine Arts Curriculum Guide* for suggested activities to meet these objectives.

- Use different media, techniques and processes to communicate ideas, experiences and stories
- Know the differences among visual characteristics and purposes of art in order to convey ideas
- Select and use subject matter, symbols and ideas to communicate meaning
- Know that the visual arts have both history and specific relationships to various cultures
- Identify specific works of art as belonging to particular cultures, times and places
- Describe how people's experiences influence the development of specific artworks
- Identify connections between the visual arts and other disciplines in the curriculum

### Music

- Recognize and write eighth notes and rests
- Recognize major and minor tonality (sounds)
- Use introduction, interludes, codas
- Recognize AABB and AABA patterns
- Know meaning of signs *p*, *mp*, *mf* and *f*
- Identify different solo voices
- Identify music styles from different countries
- Learn to use the hymnal index

### LANGUAGE ARTS

#### Viewing

- Analyze information learned from media
- Summarize and sequence events and ideas
- Identify the main format of visual media

#### Listening

- Listen without interrupting
- Identify how literature uses the sounds of language

#### Reading

- Apply phonics elements in reading and writing
- Use dictionary and glossary to learn word meanings
- Read both narrative and expository text
- Read fiction and nonfiction
- Read aloud, speaking clearly and with expression

#### Speaking

- Speak clearly, using correct grammar and words
- Express ideas in a logical manner

- Use facial expressions and gestures

**Visually Representing**

- Develop visual media to organize and group specific information
- Create visual media to show main idea and supporting details

**Writing**

- Transition to cursive writing
- Practice the writing process
- Begin using characteristics of good writing
- Introduce and use parts-of-speech
- Write friendly letters
- Indent the beginning of a paragraph
- Expand the use of correct punctuation
- Proofread

**MATH****Number and Operations**

- Understand and describe place value to the ten-thousands place
- Design and label number lines appropriate to the situation
- Compare and order numbers through 10,000
- Skip count by threes, e.g. 1, 18, 21, 24...
- Understand the commutative property of addition and multiplication
- Understand the zero property of multiplication
- Understand the meaning of the decimal point
- Understand the concept of tenths written as a decimal
- Understand the meaning of multiplication and division
- Know the multiplication and division fact families
- Know multiplication and corresponding division facts
- Add and subtract numbers up to four digits with and without renaming
- Multiply mentally by 10 and 100
- Multiply and divide 2-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number with remainder
- Understand the meaning and structure of fractions between zero and one
- Understand and write simple mixed numbers
- Compare fractions with like denominators
- Add and subtract fractions with like denominators
- Add and subtract money
- Use strategies to estimate the results of whole number computations

**Algebra**

- Analyze mathematical sequences with and without a calculator
- Use patterns to make predictions, solve problems and identify relationships
- Understand and explain mathematical relationships in equations and inequalities
- Solve equations and inequalities
- Identify such properties as commutative, and associative - use to compute with whole numbers
- Understand and use grouping symbols e.g.  $8 + 6 = 8 + (2 + 4)$

**Geometry**

- Explore congruence and similarity
- Add to find perimeter
- Count squares to find area
- Count cubes to determine volume
- Create models of 2-dimensional objects
- Investigate simple nets
- Analyze/describe 2- and 3-dimensional objects using terms: vertex, edge, angle, side, face
- Find and name locations on a labeled grid or coordinate system

- Identify shapes that can be put together to make a given shape, e.g. tangrams

#### **Measurement**

- Use correct measurement vocabulary
- Explain and measure temperature using Celsius and Fahrenheit scales
- Read and understand a simple time line
- Measure length, weight, volume using metric and US customary units to nearest  $\frac{1}{2}$  unit as appropriate
- Using appropriate tools, draw a line or shape with specified measurements
- Count money up to \$10.00
- Understand attributes of second, minute, hour
- Tell time to the minute, before or after the hour, using analog and digital clocks
- Measure elapsed time using a calendar or clock
- Read and understand a calendar using day, week, month and year
- Count weeks before and after certain dates on the calendar

#### **Data Analysis and Probability**

- Organize and interpret data using line graphs
- Construct graphs using data from a table
- Discover patterns in tables and graphs by creating, organizing, recording and analyzing data
- Formulate questions and categories for data collection and actively collect first-hand information
- Describe the shape and important features of a set of data and compare related data sets, with an emphasis on how the data are distributed

### **PHYSICAL EDUCATION**

#### **Spiritual Emphasis**

- Recognize that God's ideal for quality living includes a healthy lifestyle
- Incorporate into one's lifestyle the principles that promote health: nutrition, exercise, water, sunlight, temperance, air, rest, trust in God
- Avoid at-risk behaviors
- Apply Christian principles in recreation and sports
- Achieve a balance in work and leisure; balancing physical, mental, social and spiritual activities
- Recognize the interaction of physical, mental and spiritual health with emotional and social well-being

#### **Movement and Motor Skills**

- Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills
- Adapt a skill to the demands of a dynamic, unpredictable environment
- Acquire beginning skills of a few specialized movement forms
- Combine movement skills in applied settings
- Apply critical elements to improve personal performance in fundamental and selected specialized motor skills
- Use critical elements of fundamental and specialized movement skills to provide feedback to others
- Recognize and apply concepts that impact the quality of increasingly complex movement performance

#### **Lifestyle and Fitness**

- Select and participate regularly in physical activities for the purpose of improving skill and health
- Identify the benefits derived from regular physical activity
- Identify several moderate to vigorous physical activities that provide personal pleasure
- Identify several activities related to each component of physical fitness
- Associate results of fitness testing to personal health status and ability to perform various activities
- Meet the health-related fitness standards as defined by a fitness testing program
- Experience enjoyment while participating in physical activity
- Enjoy practicing activities to increase skill competence

- Interact with friends while participating in group activities
- Use physical activity as a means of self-expression

#### **Sportsmanship and Appropriate Behaviors**

- Follow, with few reminders, activity-specific rules, procedures and etiquette
- Utilize safety principles in activity situations
- Work cooperatively and productively with a partner or small group
- Work independently and on-task for a specified period of time
- Explore cultural/ethnic self-awareness through participation in physical activity
- Recognize the attributes that individuals with difference can bring to group activities
- Experience differences and similarities among people of different backgrounds by participating in activities of national, cultural and ethnic origins

### **SCIENCE**

**Physical:** Electricity/Magnetism, Force/Motion: Friction, Gravity, Inertia

- Identify the basic nature of current and static electricity
- Define force and friction and explain how they affect movement
- Define gravity and describe how it affects matter
- Compare the gravitational attraction of objects of varying mass
- Define inertia and describe its effects
- Describe how forces affect the motion of objects

**Life:** Birds, Mammals, Classification

- Describe the basic needs of living things
- Describe how animals gather and store food, defend themselves, find shelter and adapt to their environments
- Describe how related animals have similar characteristics
- Explain food chains and food webs and identify producers and consumers in an ecosystem
- Classify organisms according to characteristics that are similar and different

**Earth:** Meteorology (Atmosphere, Water Cycle, Seasons, Weather Elements); Space Exploration

- Describe the composition of the atmosphere
- Describe the water cycle including precipitation, condensation, and cloud formation
- Explain the change of seasons and why Earth is unequally heated
- Identify the elements of weather including air pressure, temperature, wind, and humidity
- Identify and trace the movement of objects in the sky
- Describe Earth's place in the solar system and movement patterns of objects within solar system
- Recognize the contributions of space exploration, past and present
- Understand God as the Creator and Sustainer of the Universe

**Health:** Nutrition, Family Health Habits, Consumer Health

- Describe healthy dietary guidelines
- Categorize foods in the food pyramid
- Explain how the body utilizes basic nutrients
- Understand that God has provided guidelines (natural laws) to keep us healthy
- Understand how the family influences personal health and how health-related problems impact the whole family
- Identify proper consumer health care habits e.g. regular visits to dentist, doctor

#### **Scientific Inquiry**

- Make observations
- Ask questions or form hypotheses based on these observations
- Plan a simple investigation
- Collect data from the investigation
- Use the data collected from the investigation to explain the results
- Safely use and store tools and equipment

#### **Service and Career Options**

- Explore ways to use Physical, Life, Health, and/or Earth Science to serve the community

- Identify careers in areas of science

### SOCIAL STUDIES

**OVERRIDING STATEMENTS:** Civics, geography and economics should be studied within the context of the history for each grade.

**INTEGRATION OF FAITH & LEARNING:** Although individual religious concepts are not explicitly stated, the idea of God's leading in the affairs of history and human relationships should be embedded in all of the social studies lessons.

**History:** Communities (Time, Communities: Past and Present)

- Understand time: years, decades, centuries
- Understand time lines and history of one's community
- Understand how God works through people to help make the community a better place
- Know how the Adventist church helps communities
- Understand the community through traditions and local holidays
- Understand the contributions and significance of historical figures in one's community
- Know the development of communities e.g. pioneers/explorers, Native People, ethnic groups

**Civics:** Ideas about Civic Life, Politics and Government

- Follow the rules (laws and expectations) of the community
- Respect the rights and property of others
- Understand the role of diversity and the importance of shared values in the United States
- Understand the components of rural and urban government
- Know the importance of Christian citizenship
- Develop responsibility through good decision making
- Understand the roles of volunteerism and organized groups in American social and political life

**Geography:** Geographic Features and Patterns of the Environment

- Know the basic elements of maps and globes and construct maps of one's community
- Identify how the characteristics of places are shaped by physical and human processes
- Understand how climate and weather help to shape features on the earth's surface

**Economics:** Interaction of Supply and Demand in a Market Economy

- Understand responsibilities of Christian stewardship
- Understand the needs of one's community
- Know about the finances of a community
- Learn about the goods, services and government in a community
- Know the importance of business and services in a community
- Identify means of transportation and communication within the community

### TECHNOLOGY

- Demonstrate proper use and care of computers and other audio-visual equipment
- Practice using the keyboard
- Become familiar with proper computer terms
- Use computers to express ideas with drawing, multi-media and word processing software
- Learn file management
- Learn about technology related occupations and use in everyday life
- Use appropriate input/output devices
- Begin troubleshooting for basic malfunctions
- Become aware of copyright issues
- Practice courtesy and respecting of computer time