

SOCIAL STUDIES

SS3.1 The student will evaluate the purpose and importance of rules and laws in a community.

- SS3.1.1 Apply criteria useful in evaluate the purpose and importance of rules and laws in a community.
- SS3.1.2 List responsibilities and rights of individuals groups, such as family, peer groups, class, school community. ♦
- SS3.1.3 Explain that the importance of being an informed citizen is a duty of each citizen.

SS3.2 The student will compare cost to benefit of making a choice.

- SS3.2.1 Trace productions, distributions, and consumption of particular goods.
- SS3.2.2 Demonstrate that there are not enough productive resources to satisfy all wants for goods and services.
- SS3.2.3 Define "Opportunity Cost".
- SS3.2.4 Determine the cost and benefits of a spending and saving, or borrowing decision.

SS3.3 The student will use grid systems to locate places on maps and globes (states in United States).

- SS3.3.1 Identify basic alphanumeric locations.
- SS3.3.2 Define latitude/longitude.
- SS3.3.3 Identify NW, NE, SW, SE on a map.
- SS3.3.4 Name hemisphere location.
- SS3.3.5 Identify the following geographic locations on a globe and maps seven continents, equator, North and South Poles, Prime Meridian.

SS3.4 The student will describe the locations of places to suggest why particular locations are used for certain human activities.

- SS3.4.1 Identify why some places are primarily residential, commercial, recreational, community services, agricultural, or industrial.
- SS3.4.2 Identify why people depend on the physical environment (fuel, natural resources).

SS3.5 The student will compare the similarities and unique culture in the United States.

- SS3.5.1 Define culture.
- SS3.5.2 Identify some cultures in the United States.
- SS3.5.3 Describe similarities among cultures in the United States.

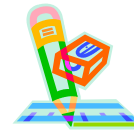
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HAYS PUBLIC SCHOOLS

CURRICULUM STANDARDS AND INDICATORS FOR

GRADE 3

2009

2010

INTRODUCTION

The Hays Public Schools provide a wide range of educational opportunities for students in the Elementary Schools. All schools and programs, however, have the same expectations for their students. The standards and indicators in this booklet are a reflection of the curriculum development that has taken place in the past 4-5 years as we have aligned our curriculum to national and state standards, thereby also reflecting the standards being assessed through our state assessments and the recently enacted **No Child Left Behind** legislation.

The standards and indicators in this booklet reflect what is taught at the Third Grade Level. It is a guide to you, as the parents, as to what we will be doing throughout the year with your child. It can also be a useful tool for you at conference time as you discuss your child's progress with his or her teacher. We encourage you to take the time to read through this document and to become actively involved in your child's elementary school and share the excitement of learning as the year progresses!



Kansas State Assessments

Mathematics	Grades	3 - 8	HS
Reading	Grades	3 - 8	HS
Science	Grades	4 7 10	
Social Studies	Grades	6 8 11	
Writing	Grades	5 8 11	

COM3.1.4 The student comprehends a variety of text (narrative, expository, technical, and persuasive).

- COM3.1.4.1 The student recognizes the difference between narrative, expository, technical, and persuasive texts.
- COM3.1.4.2 The student understands the purpose of text features to locate information and gain meaning from appropriate-level texts. ♦
- COM3.1.4.3 The student uses prior knowledge and content to make, revise, and confirm predictions.
- COM3.1.4.4 The student generates and responds logically to literal, inferential, and critical thinking questions before, during, and after reading the text. ♦
- COM3.1.4.5 The student uses information from the text to make inferences and draw conclusions. ♦
- COM3.1.4.6 The student identifies text structure. ♦
- COM3.1.4.7 The student sequences events and information in logical order. ♦
- COM3.1.4.8 The student compares and contrasts information in text. ♦
- COM3.1.4.9 The student links causes and effects in appropriate-level narrative and expository texts. ♦
- COM3.1.4.10 The student retells main ideas or events as well as supporting details in narrative and expository texts. ♦
- COM3.1.4.11 The student identifies the topic, main idea(s), and supporting details in appropriate-level texts. ♦
- COM3.1.4.12 The student explains the author's purpose.
- COM3.1.4.13 The student establishes a purpose for reading or listening.
- COM3.1.4.14 The student distinguishes between fact and opinion in various texts.

LITERATURE

The student responds to a variety of text.

COM3.2.1 The student uses literary concepts to interpret and respond to text.

- COM3.2.1.1 The student identifies and describes characters' physical traits, basic personality traits, and actions. ♦
- COM3.2.1.2 The student identifies and describes the setting of the story or literary text. ♦
- COM3.2.1.3 The student identifies plot sequence.

COM3.2.2 The student understands the significance of literature and its contribution to human understanding.

- COM3.2.2.1 The student reads to connect personal experiences and ideas with those of other cultures in literature.
- COM3.2.2.2 The student compares and contrasts various languages, traditions, and cultures found in literature.
- COM3.2.2.3 The student makes connections between specific aspects of literature from a variety of cultures and personal experiences.



LANGUAGE ARTS

READING

The student reads and comprehends text across the curriculum.

COM3.1.1 The student uses skills in alphabets to construct meaning from text.

COM3.1.1.1 The student uses decoding skills that include knowledge of phonetics and structural analysis when reading unknown words.

COM3.1.2 The student reads fluently.

COM3.1.2.1 The student uses knowledge of conventions to read fluently at instructional or independent reading levels.

COM3.1.2.2 The student reads expressively with appropriate pace, phrasing, intonation, and rhythm.

COM3.1.2.3 The student uses knowledge of sentence structure to read fluently at instructional or independent reading levels.

COM3.1.2.4 The student uses a variety of word-recognition strategies to read fluently.

COM3.1.2.5 The student adjusts reading rate to support comprehension when reading narrative, expository, and technical texts.

COM3.1.3 The student expands vocabulary.

COM3.1.3.1 The student expands sight-word vocabulary.

COM3.1.3.2 The student determines the meaning of unknown words or phrases using context clues from sentences or paragraphs. ♦

COM3.1.3.3 The student identifies and uses synonyms, antonyms, and homophones to determine the meaning of words.

COM3.1.3.4 The student uses a dictionary or glossary to determine an appropriate definition of a word. ♦

COM3.1.3.5 The student determines meaning of words through knowledge of word structure. ♦

COM3.1.3.6 The student identifies the difference between literal and figurative language when reading similes, metaphors, and idioms.



MATH

(♦ = Assessed Indicator N = Non-Calculator Item)

MA3.1.1 The student demonstrates number sense for whole numbers, fractions, and money using concrete objects in a variety of situations.

MA3.1.1.K1a The student knows, explains, and represents whole numbers from 0 through 10,000.

MA3.1.1.K1b The student knows, explains, and represents fractions greater than or equal to zero (halves, fourths, thirds, eighths, tenths, sixteenths).

MA3.1.1.K2a The student compares and orders whole numbers from 0 through 10000 with and without the use of concrete objects. ♦

MA3.1.1.K2b The student compares and orders fractions greater than or equal to zero with like denominators (halves, fourths, thirds, eighths, tenths, sixteenths) using concrete objects.

MA3.1.1.K3a The student knows, explains, and uses equivalent representations including the use of mathematical models for addition and subtraction of whole numbers from 0 through 1000. ♦

MA3.1.1.K3b The student knows, explains, and uses equivalent representations including the use of mathematical models for multiplication using the basic facts through the 5s and the multiplication facts of the 10s. ♦

MA3.1.1.K3c The student knows, explains, and uses equivalent representations including the use of mathematical models for addition and subtraction of money. ♦

MA3.1.1.K4 The student determines the value of mixed coins and bills with a total value of \$50 or less. ♦ N

MA3.1.2 The student demonstrates an understanding of whole numbers with a special emphasis on place value and recognizes, uses, and explains the concepts of properties as they relate to whole numbers, fractions, decimals, and money in a variety of situations.

MA3.1.2.K1 The student identifies, reads, and writes numbers using numerals and words from tenths place through ten thousands place.

MA3.1.2.K2 The student identifies, models, reads, and writes numbers using expanded form from ones place through ten thousands place.

MA3.1.2.K3 The student classifies various subsets of numbers as whole numbers and fractions (including mixed numbers).

MA3.1.2.K4 The student identifies the place value of various digits from ones to one hundred thousands place.

MA3.1.2.K5 The student identifies any whole number through 1,000 as even or odd.

MA3.1.2.K6a The student **uses** the **concept** of the commutative properties of addition and multiplication with whole numbers from 0 through 100 and demonstrates its meaning.

MA3.1.2.K6b The student **uses** the **concept** of the zero property of addition (additive identity) with whole numbers from 0 through 100 and demonstrates its meaning.

MA3.1.2.K6c The student **uses** the **concept** of the property of one for multiplication (multiplicative identity) with whole numbers from 0 through 100 and demonstrates its meaning.

MA3.1.2.K6d The student **uses** the **concept** of the associative property of addition with whole numbers from 0 through 100 and demonstrates its meaning.

MA3.1.2.K6e The student **uses** the **concept** of the symmetric property of equality applied to addition and multiplication with whole numbers from 0 through 100 and demonstrates its meaning.

- MA3.1.2.K6f The student **uses** the **concept** of the zero property of multiplication with whole numbers from 0 through 100 and demonstrates its.
- MA3.1.2.K7 The student divides whole numbers from 0 through 99,999 into groups of 10,000s, 1,000s, 100s, 10s, and 1s using base ten models.

MA3.1.3 The student uses computational estimation with whole numbers, fractions, and money in a variety of situations.

- MA3.1.3.K1 The student estimates whole numbers quantities from 0 through 1,000; fractions (halves, fourths); and monetary amounts through \$500 using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology.
- MA3.1.3.K2 The student uses various estimation strategies to estimate using whole number quantities from 0 through 1,000 and explains the process used.
- MA3.1.3.K3 The student recognizes and explains the difference between an exact and an approximate answer.

MA3.1.4 The student models, performs, and explains computation with whole numbers and money including the use of concrete objects in a variety of situations.

- MA3.1.4.K1 The student computes with efficiency and accuracy using various computational methods including mental math, paper and pencil, concrete objects, and appropriate technology.
- MA3.1.4.K2 The student states and uses with efficiency and accuracy the multiplication facts through the 5s and the multiplication facts of the 10s and corresponding division facts. N
- MA3.1.4.K3 The student skip-counts (multiples) by 2s, 3s, 4,s 5,s and 10s.
- MA3.1.4.K4a The student performs and explains the computational procedure of adding and subtracting whole numbers from 0 through 10,000. N
- MA3.1.4.K4b The student performs and explains the computational procedure of multiplying whole numbers when one factor is 5 or less and the other factor is a multiple of 10 through 1,000 with or without the use of concrete objects. N
- MA3.1.4.K4c The student performs and explains the computational procedure of adding and subtracting monetary amounts using dollar and cents notation through \$500.00. N
- MA3.1.4.K5 The class fair shares/measures out (divides) a total amount through 100 concrete objects into equal groups.
- MA3.1.4.K6 The student explains the relationship between addition and subtraction.
- MA3.1.4.K7 The student identifies multiplication and division fact families through the 5s and the multiplication and division fact families of the 10's. ♦ N
- MA3.1.4.K8 The student reads and writes horizontally, vertically, and with different operational symbols the same addition, subtraction, multiplication, or division expression.

MA3.2.1 The student recognizes, describes, extends, develops, and explains relationships in patterns using concrete objects in a variety of situations.

- MA3.2.1.K1a The student uses concrete objects, drawings, and other representations to work with repeating patterns.
- MA3.2.1.K1b The student uses concrete objects, drawings, and other representations to work with growing patterns.
- MA3.2.1.K2a The student uses counting numbers related to number theory to generate patterns.
- MA3.2.1.K2b The student uses whole numbers that increase or decrease to generate patterns.
- MA3.2.1.K2c The student uses geometric shapes including one attribute change to generate patterns.
- MA3.2.1.K2d The student uses measurements to generate patterns.

S.3.4.1 The student will develop an understanding of the properties of earth materials.

- S.3.4.1.1 The student collects, observes properties, and classifies a variety of earth materials in his or her environment. ♦
- S.3.4.1.2 The student experiments with a variety of soil types.

S.3.4.2 The student will observe and describe objects in the sky.

- S.3.4.2.1 The student observes the moon and stars.
- S.3.4.2.2 The student compares and observes the length of shadows.
- S.3.4.2.3 The student discusses that the sun provides light and heat (electromagnetic radiation) to maintain the temperature of the earth. ♦

S.3.5.1 The student will work with a technology design.

- S.3.5.1.1 The student identifies a simple design problem (designs a plan, implements a plan, evaluates the results making changes to improve the product, and communicates the results). ♦

S.3.5.2 The student will apply their understanding about science and technology.

- S.3.5.2.1 The student understands that the design process produces knowledge that can be used to solve a problem and improve our world.
- S.3.5.2.2 The student invents a product to solve problems.
- S.3.5.2.3 The student works with others to solve problems.
- S.3.5.2.5 The student investigates how scientists use tools to observe.

S.3.6.1 The student will develop an understanding of personal health.

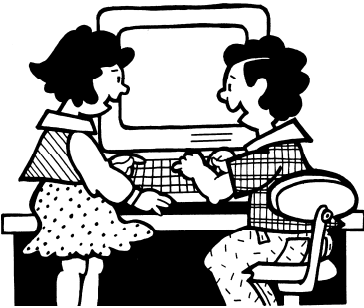
- S.3.6.1.1 The student discusses the nutritional value of various foods and their contribution to health. ♦
- S.3.6.1.2 The student discusses that safety involves preventing injury by avoiding inappropriate risks and dangers.
- S.3.6.1.3 The student assumes some responsibility for his or her own health, and the health and well being of others.

S.3.6.2 The student will demonstrate an awareness of changes in the environment..

- S.3.6.2.1 The student defines pollution.
- S.3.6.2.3 The student practices reducing, reusing, and recycling.

S.3.7.1 The student will develop awareness that people practice science.

- S.3.7.1.1 The student recognizes that students participate in science inquiry by asking questions.



SCIENCE

S.3.1.1 The student will develop the skills necessary to do full inquiry. Full inquiry involves asking a simple question, completing an investigation, answering the question, and sharing the results with others.

- S.3.1.1.1 The student asks questions that he or she can answer by investigating. ♦
- S.3.1.1.2 The student plans and conducts a simple investigation. ♦
- S.3.1.1.3 The student employs appropriate equipment, tools, and safety procedures to gather data. ♦
- S.3.1.1.4 The student begins developing the abilities to communicate, critique, analyze his/her own investigations, and interprets the work of other students. ♦

S.3.2.1 The student will develop skills to describe objects.

- S.3.2.1.2 The student describes and classifies objects by more than one property. ♦
- S.3.2.1.3 The student observes and records how one object interacts with another object. ♦
- S.3.2.1.4 The student recognizes and describes the differences between solids, liquids, and gases. ♦

S.3.2.2 The student will describe the motion of objects.

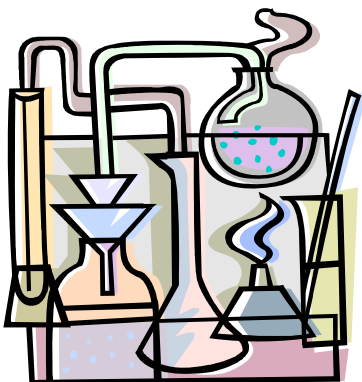
- S.3.2.2.1 The student moves objects by pushing, pulling, throwing, spinning, dropping, and rolling, and describes motion. ♦
- S.3.2.2.2 The student describes the change in position of objects when moved.

S.3.2.4 The student will experiment with electricity and magnetism.

- S.3.2.4.2 The student demonstrates that magnets attract and repel ♦

S.3.3.1 The student will develop knowledge of organisms in their environment.

- S.3.3.1.1 The student observes different organisms and compares and contrasts how similar functions are served by different structural characteristics. ♦
- S.3.3.1.2 The student compares basic needs of different organisms in their environment; compares basic needs of animals to basic needs of plants. ♦
- S.3.3.1.3 The student discusses ways organisms use their senses to survive in their environment.



- MA3.2.1.K2e The student uses money and time to generate patterns.
- MA3.2.1.K2f The student uses things related to daily life to generate patterns.
- MA3.2.1.K2g The student uses things related to size, shape, color, texture, or movement to generate patterns.
- MA3.2.1.K3 The student identifies, states, and continues a pattern presented in various formats including numeric (list or table), visual (picture, table, or graph), verbal (oral description), kinesthetic (action), and written.

MA3.2.2 The student uses symbols and whole numbers to solve equations including the use of concrete objects in a variety of situations.

- MA3.2.2.K2a The student finds the sum or difference in one-step equations with whole numbers from 0 through 99.
- MA3.2.2.K2b The student finds the sum or difference in one-step equations with monetary values through a dollar.
- MA3.2.2.K3 The student finds the unknown in the multiplication and division fact families through the 5s and the 10s.
- MA3.2.2.K4 The student compares two whole numbers from 0 through 1,000 using the equality and inequality symbols (=, <, >) and their corresponding meanings (is equal to, is less than, is greater than).

MA3.2.3 The student recognizes and describes whole number relationships using concrete objects in a variety of situations.

- MA3.2.3.K1 The student states mathematical relationships between whole numbers from 0 through 200 using various methods including mental math, paper and pencil, concrete objects, and appropriate technology.
- MA3.2.3.K2 The student finds the values and determines the rule with one operation (addition, subtraction) of whole numbers from 0 through 200 using a horizontal or vertical function table (input/output machine, T-table).
- MA3.2.3.K3 The student generalizes numerical patterns using whole numbers from 0 through 200 with one operation (addition, subtraction) by stating the rule using words. ♦

MA3.2.4 The student develops and uses mathematical models including the use of concrete objects to represent and show mathematical relationships in a variety of situations.

- MA3.2.4.K1a The student knows, explains, and uses process models to model computational procedures and mathematical relationships.
- MA3.2.4.K1b The student knows, explains, and uses place value models to compare, order, and represent numerical quantities and to model computational procedures.
- MA3.2.4.K1c The student knows, explains, and uses fraction models and decimal models to compare, order, and represent numerical quantities.
- MA3.2.4.K1d The student knows, explains, and uses money models to compare, order, and represent numerical quantities.
- MA3.2.4.K1e The student knows, explains, and uses function tables to find numerical relationships.
- MA3.2.4.K1f The student knows, explains, and uses two-dimensional geometric models to model perimeter, area, and properties of geometric shapes and three-dimensional geometric models and real-world objects to compare size and to model attributes of geometric shapes.

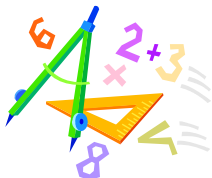
- MA3.2.4.K1g The student knows, explains, and uses two-dimensional geometric models, three-dimensional models, and process models to model probability.
- MA3.2.4.K1h The student knows, explains, and uses graphs using concrete objects, representational objects, or abstract representations, pictographs, frequency tables (tally marks), horizontal and vertical bar graphs, Venn diagrams or other pictorial displays, line plots, charts, and tables to organize and display data.
- MA3.2.4.K1i The student knows, explains, and uses Venn diagrams to sort data and show relationships.
- MA3.2.4.K2 The student creates a mathematical model to show the relationship between two or more things.

MA3.3.1 The student recognizes geometric shapes and investigates their properties using concrete objects in a variety of situations.

- MA3.3.1.K1 The student recognizes and investigates properties of plane figures (circles, squares, rectangles, triangles, ellipses, rhombi, octagons) using concrete objects, drawings, and appropriate technology.
- MA3.3.1.K2 The student recognizes, draws, and describes plane figures (circles, squares, rectangles, triangles, ellipses, rhombi, octagons).
- MA3.3.1.K3 The student recognizes the solids (cubes, rectangular prisms, cylinders, cones, spheres) ♦
- MA3.3.1.K4 The student recognizes and describes the square, triangle, rhombus, hexagon, parallelogram, and trapezoid from a pattern block set. ♦
- MA3.3.1.K5 The student recognizes and describes a quadrilateral as any four-sided figure.
- MA3.3.1.K6 The student determines if geometric shapes and real-world objects contain line(s) of symmetry and draws the line(s) of symmetry if the line(s) exist(s).

MA3.3.2 The student estimates and measures using standard and nonstandard units of measure with concrete objects in a variety of situations.

- MA3.3.2.K1 The student uses whole number approximations (estimations) for length, width, weight, volume, temperature, time, and perimeter using standard and nonstandard units of measure.
- MA3.3.2.K2 The student reads and tells time to the minute using analog and digital clocks. ♦
- MA3.3.2.K3a The student selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to **measure** length width, and height to the nearest half inch, inch, foot, and yard; and to the nearest whole unit of nonstandard unit.
- MA3.3.2.K3b The student selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to **measure** length, width, and height to the nearest centimeter and meter.
- MA3.3.2.K3c The student selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to **measure** weight to the nearest whole unit of a nonstandard unit.
- MA3.3.2.K3d The student selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to **measure** volume to the nearest cup, pint, quart, and gallon.
- MA3.3.2.K3e The student selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to **measure** volume to the nearest liter.



- MA3.3.2.K3f The student selects, explains the selection of, and uses measurement tools, units of measure, and degree of accuracy appropriate for a given situation to **measure** temperature to the nearest degree.
- MA3.3.2.K4a The student states the number of hours in a day and days in a year.
- MA3.3.2.K4b The student states the number of inches in a foot, inches in a yard, and feet in a yard.
- MA3.3.2.K4c The student states the number of centimeters in a meter.
- MA3.3.2.K4d The student states the number of cups in a pint, pints in a quart, and quarts in a gallon.

MA3.3.3 The student recognizes and performs one transformation on simple shapes or concrete objects in a variety of situations.

- MA3.3.3.K1 The student knows and uses cardinal points (north, south, east, west) and intermediate points (northeast, southeast, northwest, southwest).
- MA3.3.3.K2 The student recognizes and performs one transformation (reflection/flip, rotation/turn, and translation/slide) on a two-dimensional figure.

MA3.3.4 The student relates geometric concepts to a number line and the first quadrant of a coordinate plane in a variety of situations.

- MA3.3.4.K1 The student uses a number line (horizontal/vertical) to model the basic multiplication facts through the 5s and the multiplication facts of the 10s.
- MA3.3.4.K2a The student identifies points on a coordinate plane (coordinate grid) using two positive whole numbers.
- MA3.3.4.K3 The student identifies points as ordered pairs in the first quadrant of a coordinate plane (coordinate grid).

MA3.4.1 The student applies the concepts of probability to draw conclusions and to make predictions and decisions including the use of concrete objects in a variety of situations.

- MA3.4.1.K1 The student recognizes any outcome of a simple event in an experiment or simulation as impossible, possible, certain, likely, unlikely, or equally likely.
- MA3.4.1.K2 The student lists some of the possible outcomes of a simple event in an experiment or simulation including the use of concrete objects. ♦

MA3.4.2 The student collects, organizes, displays, explains, and interprets numerical (whole numbers) and non-numerical data sets including the use of concrete objects in a variety of situations.

- MA3.4.2.K1a-g The student organizes, displays, and reads numerical (quantitative) and non-numerical (qualitative) data in a clear, organized, and accurate manner including a title, labels, categories, and whole number intervals using graphs using concrete objects, pictographs with a whole symbol or picture representing one, two, five, ten, twenty-five, or one-hundred, frequency tables (tally marks), horizontal and vertical bar graphs, Venn diagrams or other pictorial displays, line plots, and charts and tables.
- MA3.4.2.K3a The student finds minimum and maximum data values of a data set with less than ten data points using whole numbers from 0 through 1,000. ♦
- MA3.4.2.K3b The student finds the range of a data set with less than ten data points using whole numbers from 0 through 1,000. ♦
- MA3.4.2.K3c The student finds the mode (uni-modal only) of a data set with less than ten data points using whole numbers from 0 through 1,000. ♦
- MA3.4.2.K3d The student finds the median of a data set with less than ten data points using whole numbers from 0 through 1,000 when the data set has an odd number of data points. ♦

