



PHYSICAL EDUCATION

Movement Competence and Understanding: Demonstrate a variety of motor skill movements (running, crawling, walking, swimming) while participating in activities, games, and sports; perform physical movements that engage the brain (juggling, singing, dancing)

Physical and Personal Wellness: Identify the benefits of sustained physical activity that increases heart rate and breathing; understand basic body composition (water, muscle, bones, organs, fat, and other tissues)

Emotional and Social Wellness: Demonstrate positive social behaviors during class.

Ideas for Parents to Make Learning a Priority:

- ✓ Ask your child on a regular basis to share with you about the events, homework and activities of the school day.
- ✓ Encourage your child to do his or her best in school every day and make graduation the goal.
- ✓ Ensure that your child attends classes on a regular basis and honors the start and end times of the school day by being punctual and well prepared. This includes supporting the school rules and dress codes.
- ✓ For thirty minutes each day, read to your child and for older students encourage them to read daily.
- ✓ Provide a quiet well-equipped location in your home for your child to complete homework.
- ✓ Help your child set goals at the beginning of each month. Make sure learning goals are specific and visible. Celebrate successes with your child when goals are achieved.
- ✓ Whenever possible attend school activities such as open houses, parent-teacher conferences, and special events. When your child sees you involved, they will also see education as a high priority.
- ✓ Try to make early, positive, and regular contact with your child's teacher and get in touch whenever you have questions about your child's program or progress.



THE 3RD GRADE EXPERIENCE



You are your child's first teacher. Family values, language skills and cultural traditions/customs are examples of things you teach your children. District 6 will build on that unique blend of knowledge and experience when your child comes to our schools. We are dedicated to meeting the needs of the whole child to encompass all physical, emotional, and social skill sets, but we cannot do this without your help.

We know that family involvement helps children develop a more positive attitude about school and about learning. District 6 wants families to know as much as possible about the curriculum so that you can continue to be a "teaching partner" for your child.

The learning expectations listed describe the foundational learnings for the year, based on the Colorado Academic Standards (CAS). The CAS provide a grade-by-grade road map to help ensure students are successful in college, careers, and life. The standards aim to improve what students learn and how they learn by emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st Century.





READING, WRITING & COMMUNICATING

Oral Expression and Listening: Use informal and formal oral communication to work successfully and cooperatively with others.

Reading for All Purposes: Use different strategies to make meaning of literary books (stories, poems), informational texts (science books, “how to” books), and persuasive pieces (movie reviews, speeches); understand that prefixes and suffixes have meaning; develop vocabulary to understand different readings.

Writing and Composition: Use a writing process (plan, draft, revise, edit, share) to write a variety of stories, informational, and opinion pieces; apply correct grammar, capitalization, punctuation, and spelling to effectively communicate to an audience of readers.

Research and Reasoning: Research a topic and share the findings of that research individually and with others; make connections between two texts to see different points of view on a topic.



MATH

Number: Fluently and consistently multiply and divide within 100; add and subtract within 1000; understand the relationship between multiplication and division; understand fractions as numbers.

Data: Create pictographs and bar graphs and connect them to the concepts of multiplication and division.

Geometry: Find the area of a rectangle and connect area to the meaning of multiplication and division; create categories of shapes based on attributes.



SCIENCE

Physical Science: Recognize that matter exists in different states such as solids, liquids, and gases and that matter can change from one form to another through heating and cooling; collect data to form and defend a conclusion; demonstrate the importance of keeping accurate scientific observations and notes.

Life Science: Understand that events such as reproduction and life span vary across organisms and species.

Earth Science: Understand that Earth’s materials can be broken down and/or combined into different materials such as rocks, minerals, soil, and sand; use models to demonstrate the rock cycle and other ways that the Earth’s materials can be broken down or combined.



ART

Observe and Learn to Comprehend: Use specific art terms to explain what a piece of art is trying to express; identify how art is used to share a meaning or feeling.

Envision and Critique to Reflect: Use art terms to talk about personal art and compare it to others’ art work; discuss how art features like line, color, shape, and repetition are used to create meaning.

Invent and Discover to Create: Experiment with art materials to create artwork from personal experiences/ideas; use many different art materials and techniques.

Relate and Connect to Transfer: Give details when explaining the meaning in personal artworks; explain how places and experiences help artists come up with ideas



SOCIAL STUDIES

History: Distinguish history facts from myths/fiction; sequence events in their region or community in chronological order; use artifacts and documents as historical evidence.

Geography: Identify similarities and differences among places, including their region, community and neighborhood; analyze patterns to identify the connections among those places.

Economics: Define producer, consumer, goods, and services; describe how goods are exchanged; identify a short term financial goal, including the steps necessary to reach that goal.

Civics: Demonstrate how to engage in discussions in a respectful manner; identify the origins and structure of local government, including the types of services provided by local government.



MUSIC

Expression of Music: Accurately demonstrate basic singing and playing techniques (singing using proper breathing, holding instruments/bows/mallets appropriately); demonstrate increased musical literacy such as keeping a steady beat with changing rhythmic patterns and following a simple accompaniment (background music).

Creation of Music: Follow criteria for changing the rhythm of a selection of music or writing an original short musical phrase.

Theory of Music: Articulate and demonstrate how to read a simple piece of music; recognize different vocal and instrumental tones such as high and low voices/wood, brass, or electronic instruments.

Aesthetic Valuation of Music: Discuss how music communicates ideas and can be created in a variety of ways; understand that one’s personal background, preferences, and experiences influences personal musical preferences.