



Burrillville School Department

Parent Guide to the Standards: Grade Three

READING

Foundational Skills	
Phonics and Word Recognition	<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.
Fluency	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Key Ideas and Details	
Literature	Informational Text
<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events 	<ul style="list-style-type: none"> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the main idea of a text; recount the key details and explain how they support the main idea. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

Literature

- Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- Distinguish their own point of view from that of the narrator or those of the characters.

Informational Text

- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

Literature

- Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

Informational Text

- Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

Literature

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. (For more information about exemplars of text in this band, please go to http://www.corestandards.org/assets/Appendix_B.pdf)

Informational Text

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. (For more information about exemplars of text in this band, please go to http://www.corestandards.org/assets/Appendix_B.pdf)

WRITING

Text Types and Purposes

Opinion	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> ● Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. ● Provide reasons that support the opinion. ● Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. ● Provide a concluding statement or section.
Informative/ Explanatory	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> ● Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ● Develop the topic with facts, definitions, and details. ● Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. ● Provide a concluding statement or section.
Narrative	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none"> ● Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. ● Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. ● Use temporal words and phrases to signal event order. ● Provide a sense of closure.
Production and Distribution	<ul style="list-style-type: none"> ● With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) ● With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.) ● With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Research to Build and Present Knowledge	<ul style="list-style-type: none"> ● Conduct short research projects that build knowledge about a topic. ● Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

SPEAKING AND LISTENING

Comprehension and Collaboration

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - Explain their own ideas and understanding in light of the discussion.
- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](#) for specific expectations.)

LANGUAGE

Conventions of Standard English	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">● Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.● Form and use regular and irregular plural nouns.● Use abstract nouns (e.g., childhood).● Form and use regular and irregular verbs.● Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.● Ensure subject-verb and pronoun-antecedent agreement.*● Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.● Use coordinating and subordinating conjunctions.● Produce simple, compound, and complex sentences. <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">● Capitalize appropriate words in titles.● Use commas in addresses.● Use commas and quotation marks in dialogue.● Form and use possessives.● Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).● Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.● Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
Knowledge of Language	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none">● Choose words and phrases for effect.● Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

MATH

Mathematical Practices (embedded into all other standards)

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

For additional information, see <http://www.corestandards.org/Math/Practice/>

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

- Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 .
- Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.
- Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.¹
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = _ \div 3$, $6 \times 6 = ?$

Understand properties of multiplication and the relationship between multiplication and division.

- Apply properties of operations as strategies to multiply and divide.² Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)
- Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

<p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>	<ul style="list-style-type: none"> • Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.³ • Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
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<p align="center">Number and Operations in Base Ten</p>	
<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>	<ul style="list-style-type: none"> • Use place value understanding to round whole numbers to the nearest 10 or 100. • Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. • Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.

<p align="center">Number and Operations - Fractions</p>	
<p>Develop understanding of fractions as numbers.</p>	<p>Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.</p> <ul style="list-style-type: none"> • Understand a fraction as a number on the number line; represent fractions on a number line diagram. • Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. • Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. <p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <ul style="list-style-type: none"> • Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. • Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. • Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. • Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same

whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data

Solve problems involving measurement and estimation.

- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).¹ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

Represent and interpret data.

- Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- Recognize area as an attribute of plane figures and understand concepts of area measurement.
- A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
- A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- Relate area to the operations of multiplication and addition.
- Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
- Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Geometric measurement: recognize perimeter.	<ul style="list-style-type: none"> Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
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Geometry

Reason with shapes and their attributes.	<ul style="list-style-type: none"> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.
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SCIENCE

Earth and Space Science (Trimester 1: Water and Climate)	<ul style="list-style-type: none"> Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Obtain and combine information to describe climates in different regions of the world. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
Physical Science (Trimester 2: Motion and Matter)	<ul style="list-style-type: none"> Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. Define a simple design problem that can be solved by applying scientific ideas about magnets.
Life Science (Trimester 3: Structures of Life)	<ul style="list-style-type: none"> Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Construct an argument that some animals form groups that help members survive. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms

	<ul style="list-style-type: none"> ● Use evidence to support the explanation that traits can be influenced by the environment. ● Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. ● Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. ● Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. ● Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
<p>Science and Engineering Practices (embedded into other standards)</p>	<ul style="list-style-type: none"> ● Ask questions based on observations to find more information about the natural and/or designed world(s). ● Define a simple problem that can be solved through the development of a new or improved object or tool. ● Develop and/or use a model to represent amounts, relationships, relative scales and/or patterns in the natural world. ● Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence to answer a question. ● Make observations (firsthand or from media) and/or measurements to collect data that can be used to make comparisons. ● Make predictions based on prior experiences. ● Record information (observations, thoughts, and ideas). ● Use and share pictures, drawings, and/or writings of observations. ● Use observations (firsthand or from media) to describe patterns and/or use relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. ● Compare predictions (based on prior experiences) to what occurred (observable events). ● Use counting and numbers to identify and describe patterns in the natural and designed world(s). ● Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena. ● Compare multiple solutions to a problem. ● Listen actively to arguments to indicate agreement or disagreement based on evidence, and/or to retell the main points of the argument. ● Construct an argument with evidence to support a claim.

SOCIAL STUDIES

Civics and Government

- Students demonstrate an understanding of origins, forms, and purposes of government by making, applying, and enforcing rules; comparing similarities between a rule and a law; citing examples of services that local and state governments provide for the common good
- Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by identifying authority figures who make, apply, and enforce rules and explaining how there are limits to their power; recognizing, describing, and demonstrating the characteristics of leadership and fair decision making, and explaining how they affect others
- Students demonstrate an understanding of United States government by identifying the levels (local, state, national) and three branches of government, as defined by the U.S. Constitution, and the roles and purposes of each; describing the U.S. Constitution and Bill of Rights and explaining why they are important
- Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by identifying and explaining the meaning of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs; using a variety of sources (e.g., Bill of Rights, Declaration of Independence, trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy; exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal (e.g., problem solving, task completion, etc.) and self-monitoring effectiveness in a group
- Students demonstrate an understanding of citizens' rights and responsibilities by exhibiting respect for self, parents, teachers, authority figures, and others, and demonstrating an understanding of others' points of view; using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities
- Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by a. demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others; working cooperatively in a group, demonstrating individual/personal accountability (e.g., dividing responsibilities, taking on individual roles) to complete a task; explaining different ways conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities
- Students demonstrate an understanding of political systems and political processes by identifying forms and levels of civic participation (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) and how it affects the common good (local, state, national, world)
- Students demonstrate their participation in political processes by engaging in a variety of forms of participation (e.g., voting, petition, survey) and explaining the purpose of each form

	<ul style="list-style-type: none"> • Students participate in a civil society by identifying problems, planning and implementing solutions, and evaluating the outcomes in the classroom, school, community, state, nation, or world; explaining how individuals can take responsibility for their actions and how their actions impact the community • Students demonstrate an understanding of the many ways Earth's people are interconnected by a. explaining how current events around the world affect our lives; locating where different nations are in the world in relation to the United States • Students demonstrate an understanding of the benefits and challenges of an interconnected world by exploring current issues using a variety of print and non-print sources • Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by a. listing and explaining the pros and cons of personal and organizational (e.g., businesses, governments, other groups) decisions
Economics	<ul style="list-style-type: none"> • Students demonstrate an understanding of basic economic concepts by differentiating between human, natural, and capital resources; identifying the types of resources available and the corresponding goods and services produced in real world and historical context; explaining how positive and negative incentives influence behavior and choices • Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources • Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by . comparing the advantages and disadvantages of allocating various goods and services • Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by explaining the interdependence of buyers and sellers within various markets; identifying factors that affect price (e.g., scarcity/abundance, incentives, competition); explaining how market forces determine the amount of income for most people • Students analyze how Innovations and technology affects the exchange of goods and services by explaining how innovations and technology can have positive or negative effects on how people produce or exchange goods and services • Students demonstrate an understanding of the interdependence created by economic decisions by comparing how individuals, institutions, and governments interact within an economy; describing how money makes it easier to trade, borrow, or save, and compare the value of goods and services • Students demonstrate an understanding of the role of government in a global economy by identifying how government redistributes tax income for public benefit through taxes
Geography	<ul style="list-style-type: none"> • Students understand maps, globes, and other geographic tools and

	<p>technologies by accurately using maps to identify locations; identifying relationships between time, space, and distance; organizing information about people, places, and environments in a spatial context</p> <ul style="list-style-type: none"> ● Students identify the characteristics and features of maps by applying map skills to represent a location; identifying and describing locations ● Students understand the physical and human characteristics of places by explaining ways in which geographical features determine how people live and work; explaining how natural/physical features and human-made features makes a place unique ● Students distinguish between regions and places by defining a region and its associated places; . explaining the difference between regions and places ● Students understand different perspectives that individuals/ groups have by contrasting how people in different places describe their physical environments ● Students understand how geography contributes to how regions are defined / identified by describing how physical geography defines boundaries of regions ● Students understand why people do/do not migrate by comparing reasons why people have moved ● Students understand the interrelationships of geography with resources by comparing products produced locally and far away ● Students understand how geography influences human settlement, cooperation or conflict by describing how features of a place influence human decision making; describing how features of a place affect human cooperation or conflict ● Students explain how humans depend on their environment by identifying how needs can be met by the environment ● Students explain how humans react or adapt to an ever-changing physical environment by . identifying ways in which the physical environment is stressed by human activity using examples from the local community; generating a possible solution for a community environmental problem ● Students explain how human actions modify the physical environment by using maps and graphs to illustrate changes in the physical environment of the local community or region; comparing and contrasting the effects of changing a place
<p>Historical Perspective</p>	<ul style="list-style-type: none"> ● Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by describing the difference between primary and secondary sources and interpreting information from each; . classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past; organizing information obtained to answer historical questions ● Students interpret history as a series of connected events with multiple cause-effect relationships, by describing and organizing a sequence of significant events in Rhode Island history; explaining and inferring how a sequence of events affected people of Rhode Island ● Students connect the past with the present by . investigating and explaining the origin, name, or significance of local and Rhode Island

	<p>geographic and human-made features</p> <ul style="list-style-type: none"> ● Students chronicle events and conditions by describing, defining, and illustrating by example Rhode Island historical individuals, groups and events and how they relate to the context ● Students show understanding of change over time by interpreting and explaining similarities and differences in objects, artifacts, technologies, ideas, or beliefs from the past and present ● Students demonstrate an understanding of how the past frames the present by recognizing and interpreting how events, people, problems, and ideas shape life in the community and in Rhode Island ● Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and make predictions for the future ● Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by identifying how geographic factors impact interactions; identifying how events impact interactions ● Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people by explaining how innovations or inventions have impacted interactions between people, communities, regions, and nations; identifying how expansion has influenced interactions between people. ● Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by comparing cultural differences and similarities between individuals, groups, or communities ● Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by comparing how members within cultures interact with each other and their environment; identifying how a culture has changed over time ● Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by comparing how people with different perspectives view events in different ways
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CO-CURRICULAR CONTENT AREAS

<p>Art</p>	<ul style="list-style-type: none"> ● Students demonstrate knowledge and application of Visual Art and Design concepts ● Students demonstrate knowledge and skill of media, tools, techniques, and processes of Visual Art and Design ● Students demonstrate knowledge and understanding of the role of Visual Art and Design in personal, cultural, and historical contexts
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	<ul style="list-style-type: none"> • Students demonstrate the ability to communicate in the language of Visual Art and Design • Students demonstrate the ability to extract meaning from works of art • Students reflect upon, analyze and evaluate the work of self and others <p>For more gradespan-specific information, please go to http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Other-Subjects/VAD-RI-GSEs.pdf and http://curriculum.bsd-ri.net/art</p>
Music	<ul style="list-style-type: none"> • Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) • Students show evidence of improvising, composing, and arranging • Students show evidence of cultural and historical understanding of (familiar and unfamiliar) music • Students show evidence of connecting music to the arts and other disciplines • Students perform music alone and with others in a variety of settings • Students analyze and describe music • Students evaluate music <p>For more gradespan-specific information, please go to http://www.ride.ri.gov/portals/0/uploads/documents/instruction-and-assessment-world-class-standards/other-subjects/music-ri-gses.pdf and http://curriculum.bsd-ri.net/Music</p>
Physical Education	<ul style="list-style-type: none"> • Students will demonstrate competency in many movement forms and proficiency in a few movement forms. • Students will apply movement concepts and principles to the learning and development of motor skills. • Students will understand the implications of and the benefits derived from involvement in physical activity • Students will apply physical activity-related skills and concepts to maintain a physically active lifestyle and a health-enhancing level of physical fitness. • Students will demonstrate responsible personal and social behavior in physical activity settings. • Students will understand that internal and external environments influence physical activity. <p>For more gradespan-specific information, please go to http://www.thriveri.org/documents/RI_PE_Framework.pdf and http://curriculum.bsd-ri.net/physical-education</p>

Health	<ul style="list-style-type: none"> ● Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life. ● Students will demonstrate the ability to access valid health information and health-promoting products and services. ● Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks ● Students will analyze the influence of culture, media, technology, and other factors on health. ● Students will demonstrate the ability to use interpersonal and communication skills to enhance health. ● Students will demonstrate the ability to use goal setting and decision making skills to enhance health. ● Students will demonstrate the ability to advocate for personal, family, community and environmental health. <p>For more gradespan-specific information, please go to http://thrivetri.org/documents/RI_CHI_Outcomes.pdf and http://curriculum.bsd-ri.net/health</p>
Computer Science/ Technology	<ul style="list-style-type: none"> ● Students demonstrate an understanding of the nature of technology ● Students demonstrate an understanding of the need for technology ● Students demonstrate an understanding of the attributes of a design process ● Students demonstrate an understanding of technological products and systems ● Students demonstrate an understanding of effective design ● Students demonstrate an understanding of the areas of engineering and technology ● Students demonstrate an understanding of selecting appropriate tools <p>For more gradespan-specific information, please go to http://www.ride.ri.gov/Portals/0/Uploads/Documents/Instruction-and-Assessment-World-Class-Standards/Science/E-T-GSEs-final.pdf and http://curriculum.bsd-ri.net/technology</p>

HABITS OF A LEARNER

Respectful	Students demonstrate respect for school staff, peers, and property
Responsible	Students demonstrate responsibility for their actions, use of time, use of materials, personal belongings, and homework
Ready to Learn	Students come to class prepared, work independently when asked to, work efficiently in groups/with partners, listen to and follow directions