

Texas Essential Knowledge and Skills for Grade 3

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§110.14. English Language Arts and Reading, Grade 3, Beginning with School Year 2009-2010.

(a) Introduction.

- (1) The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are organized into the following strands: Reading, where students read and understand a wide variety of literary and informational texts; Writing, where students compose a variety of written texts with a clear controlling idea, coherent organization, and sufficient detail; Research, where students are expected to know how to locate a range of relevant sources and evaluate, synthesize, and present ideas and information; Listening and Speaking, where students listen and respond to the ideas of others while contributing their own ideas in conversations and in groups; and Oral and Written Conventions, where students learn how to use the oral and written conventions of the English language in speaking and writing. The standards are cumulative--students will continue to address earlier standards as needed while they attend to standards for their grade. In third grade, students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.
- (2) For students whose first language is not English, the students' native language serves as a foundation for English language acquisition.
 - (A) English language learners (ELLs) are acquiring English, learning content in English, and learning to read simultaneously. For this reason, it is imperative that reading instruction should be comprehensive and that students receive instruction in phonemic awareness, phonics, decoding, and word attack skills while simultaneously being taught academic vocabulary and comprehension skills and strategies. Reading instruction that enhances ELL's ability to decode unfamiliar words and to make sense of those words in context will expedite their ability to make sense of what they read and learn from reading. Additionally, developing fluency, spelling, and grammatical conventions of academic language must be done in meaningful contexts and not in isolation.

- (B) For ELLs, comprehension of texts requires additional scaffolds to support comprehensible input. ELL students should use the knowledge of their first language (e.g., cognates) to further vocabulary development. Vocabulary needs to be taught in the context of connected discourse so that language is meaningful. ELLs must learn how rhetorical devices in English differ from those in their native language. At the same time English learners are learning in English, the focus is on academic English, concepts, and the language structures specific to the content.
- (C) During initial stages of English development, ELLs are expected to meet standards in a second language that many monolingual English speakers find difficult to meet in their native language. However, English language learners' abilities to meet these standards will be influenced by their proficiency in English. While English language learners can analyze, synthesize, and evaluate, their level of English proficiency may impede their ability to demonstrate this knowledge during the initial stages of English language acquisition. It is also critical to understand that ELLs with no previous or with interrupted schooling will require explicit and strategic support as they acquire English and learn to learn in English simultaneously.
- (3) To meet Public Education Goal 1 of the Texas Education Code, §4.002, which states, "The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language," students will accomplish the essential knowledge, skills, and student expectations at Grade 3 as described in subsection (b) of this section.
- (4) To meet Texas Education Code, §28.002(h), which states, "... each school district shall foster the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter and in reading courses and in the adoption of textbooks," students will be provided oral and written narratives as well as other informational texts that can help them to become thoughtful, active citizens who appreciate the basic democratic values of our state and nation.

(b) Knowledge and skills.

- (1) Reading/Beginning Reading Skills/Phonics. Students use the relationships between letters and sounds, spelling patterns, and morphological analysis to decode written English. Students are expected to:
 - (A) decode multisyllabic words in context and independent of context by applying common spelling patterns including:
 - (i) dropping the final "e" and add endings such as -ing, -ed, or -able (e.g., use, using, used, usable);
 - (ii) doubling final consonants when adding an ending (e.g., hop to hopping);
 - (iii) changing the final "y" to "i" (e.g., baby to babies);
 - (iv) using knowledge of common prefixes and suffixes (e.g., dis-, -ly); and

- (v) using knowledge of derivational affixes (e.g., -de, -ful, -able);
- (B) use common syllabication patterns to decode words including:
 - (i) closed syllable (CVC) (e.g., mag-net, splen-did);
 - (ii) open syllable (CV) (e.g., ve-to);
 - (iii) final stable syllable (e.g., puz-zle, con-trac-tion);
 - (iv) r-controlled vowels (e.g., fer-ment, car-pool); and
 - (v) vowel digraphs and diphthongs (e.g., ei-ther);
- (C) decode words applying knowledge of common spelling patterns (e.g., -eigh, -ought);
- (D) identify and read contractions (e.g., I'd, won't); and
- (E) monitor accuracy in decoding.
- (2) Reading/Beginning Reading/Strategies. Students comprehend a variety of texts drawing on useful strategies as needed. Students are expected to:
 - (A) use ideas (e.g., illustrations, titles, topic sentences, key words, and foreshadowing clues) to make and confirm predictions;
 - (B) ask relevant questions, seek clarification, and locate facts and details about stories and other texts and support answers with evidence from text; and
 - (C) establish purpose for reading selected texts and monitor comprehension, making corrections and adjustments when that understanding breaks down (e.g., identifying clues, using background knowledge, generating questions, re-reading a portion aloud).
- (3) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to read aloud grade-level appropriate text with fluency (rate, accuracy, expression, appropriate phrasing) and comprehension.
- (4) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:
 - (A) identify the meaning of common prefixes (e.g., in-, dis-) and suffixes (e.g., -full, -less), and know how they change the meaning of roots;
 - (B) use context to determine the relevant meaning of unfamiliar words or distinguish among multiple meaning words and homographs;
 - (C) identify and use antonyms, synonyms, homographs, and homophones;

- (D) identify and apply playful uses of language (e.g., tongue twisters, palindromes, riddles); and
 - (E) alphabetize a series of words to the third letter and use a dictionary or a glossary to determine the meanings, syllabication, and pronunciation of unknown words.
- (5) Reading/Comprehension of Literary Text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:
- (A) paraphrase the themes and supporting details of fables, legends, myths, or stories; and
 - (B) compare and contrast the settings in myths and traditional folktales.
- (6) Reading/Comprehension of Literary Text/Poetry. Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to describe the characteristics of various forms of poetry and how they create imagery (e.g., narrative poetry, lyrical poetry, humorous poetry, free verse).
- (7) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.
- (8) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:
- (A) sequence and summarize the plot's main events and explain their influence on future events;
 - (B) describe the interaction of characters including their relationships and the changes they undergo; and
 - (C) identify whether the narrator or speaker of a story is first or third person.
- (9) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and respond by providing evidence from text to support their understanding. Students are expected to explain the difference in point of view between a biography and autobiography.
- (10) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to identify language that creates a graphic visual experience and appeals to the senses.

- (11) Reading/Comprehension of Text/Independent Reading. Students read independently for sustained periods of time and produce evidence of their reading. Students are expected to read independently for a sustained period of time and paraphrase what the reading was about, maintaining meaning and logical order (e.g., generate a reading log or journal; participate in book talks).
- (12) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to identify the topic and locate the author's stated purposes in writing the text.
- (13) Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:
 - (A) identify the details or facts that support the main idea;
 - (B) draw conclusions from the facts presented in text and support those assertions with textual evidence;
 - (C) identify explicit cause and effect relationships among ideas in texts; and
 - (D) use text features (e.g., bold print, captions, key words, italics) to locate information and make and verify predictions about contents of text.
- (14) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to identify what the author is trying to persuade the reader to think or do.
- (15) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:
 - (A) follow and explain a set of written multi-step directions; and
 - (B) locate and use specific information in graphic features of text.
- (16) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:
 - (A) understand how communication changes when moving from one genre of media to another;

- (B) explain how various design techniques used in media influence the message (e.g., shape, color, sound); and
 - (C) compare various written conventions used for digital media (e.g., language in an informal e-mail vs. language in a web-based news article).
- (17) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:
- (A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience and generating ideas through a range of strategies (e.g., brainstorming, graphic organizers, logs, journals);
 - (B) develop drafts by categorizing ideas and organizing them into paragraphs;
 - (C) revise drafts for coherence, organization, use of simple and compound sentences, and audience;
 - (D) edit drafts for grammar, mechanics, and spelling using a teacher-developed rubric; and
 - (E) publish written work for a specific audience.
- (18) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:
- (A) write imaginative stories that build the plot to a climax and contain details about the characters and setting; and
 - (B) write poems that convey sensory details using the conventions of poetry (e.g., rhyme, meter, patterns of verse).
- (19) Writing. Students write about their own experiences. Students are expected to write about important personal experiences.
- (20) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:
- (A) create brief compositions that:
 - (i) establish a central idea in a topic sentence;
 - (ii) include supporting sentences with simple facts, details, and explanations; and
 - (iii) contain a concluding statement;

- (B) write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing); and
 - (C) write responses to literary or expository texts that demonstrate an understanding of the text.
- (21) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and use supporting details.
- (22) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:
 - (i) verbs (past, present, and future);
 - (ii) nouns (singular/plural, common/proper);
 - (iii) adjectives (e.g., descriptive: wooden, rectangular; limiting: this, that; articles: a, an, the);
 - (iv) adverbs (e.g., time: before, next; manner: carefully, beautifully);
 - (v) prepositions and prepositional phrases;
 - (vi) possessive pronouns (e.g., his, hers, theirs);
 - (vii) coordinating conjunctions (e.g., and, or, but); and
 - (viii) time-order transition words and transitions that indicate a conclusion;
 - (B) use the complete subject and the complete predicate in a sentence; and
 - (C) use complete simple and compound sentences with correct subject-verb agreement.
- (23) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:
- (A) write legibly in cursive script with spacing between words in a sentence;
 - (B) use capitalization for:
 - (i) geographical names and places;

- (ii) historical periods; and
 - (iii) official titles of people;
 - (C) recognize and use punctuation marks including:
 - (i) apostrophes in contractions and possessives; and
 - (ii) commas in series and dates; and
 - (D) use correct mechanics including paragraph indentations.
- (24) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:
- (A) use knowledge of letter sounds, word parts, word segmentation, and syllabication to spell;
 - (B) spell words with more advanced orthographic patterns and rules:
 - (i) consonant doubling when adding an ending;
 - (ii) dropping final "e" when endings are added (e.g., -ing, -ed);
 - (iii) changing y to i before adding an ending;
 - (iv) double consonants in middle of words;
 - (v) complex consonants (e.g., scr-, -dge, -tch); and
 - (vi) abstract vowels (e.g., ou as in could, touch, through, bought);
 - (C) spell high-frequency and compound words from a commonly used list;
 - (D) spell words with common syllable constructions (e.g., closed, open, final stable syllable);
 - (E) spell single syllable homophones (e.g., bear/bare; week/weak; road/rode);
 - (F) spell complex contractions (e.g., should've, won't); and
 - (G) use print and electronic resources to find and check correct spellings.
- (25) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:
- (A) generate research topics from personal interests or by brainstorming with others, narrow to one topic, and formulate open-ended questions about the major research topic; and

- (B) generate a research plan for gathering relevant information (e.g., surveys, interviews, encyclopedias) about the major research question.
- (26) Research/Gathering Sources. Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:
- (A) follow the research plan to collect information from multiple sources of information, both oral and written, including:
 - (i) student-initiated surveys, on-site inspections, and interviews;
 - (ii) data from experts, reference texts, and online searches; and
 - (iii) visual sources of information (e.g., maps, timelines, graphs) where appropriate;
 - (B) use skimming and scanning techniques to identify data by looking at text features (e.g., bold print, captions, key words, italics);
 - (C) take simple notes and sort evidence into provided categories or an organizer;
 - (D) identify the author, title, publisher, and publication year of sources; and
 - (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.
- (27) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to improve the focus of research as a result of consulting expert sources (e.g., reference librarians and local experts on the topic).
- (28) Research/Organizing and Presenting Ideas. Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to draw conclusions through a brief written explanation and create a works-cited page from notes, including the author, title, publisher, and publication year for each source used.
- (29) Listening and Speaking/Listening. Students use comprehension skills to listen attentively to others in formal and informal settings. Students continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen attentively to speakers, ask relevant questions, and make pertinent comments; and
 - (B) follow, restate, and give oral instructions that involve a series of related sequences of action.
- (30) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students continue to apply earlier standards with greater complexity. Students are

expected to speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

- (31) Listening and Speaking/Teamwork. Students work productively with others in teams. Students continue to apply earlier standards with greater complexity. Students are expected to participate in teacher- and student-led discussions by posing and answering questions with appropriate detail and by providing suggestions that build upon the ideas of others.

Reading and Comprehension Skills—Third Grade

Figure: 19 TAC §110.10(b)

Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
- (B) ask literal, interpretive, and evaluative questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, re-reading a portion aloud, generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) summarize information in text, maintaining meaning and logical order; and
- (F) make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

§111.5. Mathematics, Grade 3, Adopted 2012.

- (a) Introduction.
 - (1) The desire to achieve educational excellence is the driving force behind the Texas essential knowledge and skills for mathematics, guided by the college and career readiness standards. By embedding statistics, probability, and finance, while focusing on computational thinking, mathematical fluency, and solid understanding, Texas will lead the way in mathematics education and prepare all Texas students for the challenges they will face in the 21st century.

- (2) The process standards describe ways in which students are expected to engage in the content. The placement of the process standards at the beginning of the knowledge and skills listed for each grade and course is intentional. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use mathematics efficiently and effectively in daily life. The process standards are integrated at every grade level and course. When possible, students will apply mathematics to problems arising in everyday life, society, and the workplace. Students will use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution. Students will select appropriate tools such as real objects, manipulatives, algorithms, paper and pencil, and technology and techniques such as mental math, estimation, number sense, and generalization and abstraction to solve problems. Students will effectively communicate mathematical ideas, reasoning, and their implications using multiple representations such as symbols, diagrams, graphs, computer programs, and language. Students will use mathematical relationships to generate solutions and make connections and predictions. Students will analyze mathematical relationships to connect and communicate mathematical ideas. Students will display, explain, or justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
- (3) For students to become fluent in mathematics, students must develop a robust sense of number. The National Research Council's report, "Adding It Up," defines procedural fluency as "skill in carrying out procedures flexibly, accurately, efficiently, and appropriately." As students develop procedural fluency, they must also realize that true problem solving may take time, effort, and perseverance. Students in Grade 3 are expected to perform their work without the use of calculators.
- (4) The primary focal areas in Grade 3 are place value, operations of whole numbers, and understanding fractional units. These focal areas are supported throughout the mathematical strands of number and operations, algebraic reasoning, geometry and measurement, and data analysis. In Grades 3-5, the number set is limited to positive rational numbers. In number and operations, students will focus on applying place value, comparing and ordering whole numbers, connecting multiplication and division, and understanding and representing fractions as numbers and equivalent fractions. In algebraic reasoning, students will use multiple representations of problem situations, determine missing values in number sentences, and represent real-world relationships using number pairs in a table and verbal descriptions. In geometry and measurement, students will identify and classify two-dimensional figures according to common attributes, decompose composite figures formed by rectangles to determine area, determine the perimeter of polygons, solve problems involving time, and measure liquid volume (capacity) or weight. In data analysis, students will represent and interpret data.
- (5) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Mathematical process standards. The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to:

- (A) apply mathematics to problems arising in everyday life, society, and the workplace;
 - (B) use a problem-solving model that incorporates analyzing given information, formulating a plan or strategy, determining a solution, justifying the solution, and evaluating the problem-solving process and the reasonableness of the solution;
 - (C) select tools, including real objects, manipulatives, paper and pencil, and technology as appropriate, and techniques, including mental math, estimation, and number sense as appropriate, to solve problems;
 - (D) communicate mathematical ideas, reasoning, and their implications using multiple representations, including symbols, diagrams, graphs, and language as appropriate;
 - (E) create and use representations to organize, record, and communicate mathematical ideas;
 - (F) analyze mathematical relationships to connect and communicate mathematical ideas; and
 - (G) display, explain, and justify mathematical ideas and arguments using precise mathematical language in written or oral communication.
- (2) Number and operations. The student applies mathematical process standards to represent and compare whole numbers and understand relationships related to place value. The student is expected to:
- (A) compose and decompose numbers up to 100,000 as a sum of so many ten thousands, so many thousands, so many hundreds, so many tens, and so many ones using objects, pictorial models, and numbers, including expanded notation as appropriate;
 - (B) describe the mathematical relationships found in the base-10 place value system through the hundred thousands place;
 - (C) represent a number on a number line as being between two consecutive multiples of 10; 100; 1,000; or 10,000 and use words to describe relative size of numbers in order to round whole numbers; and
 - (D) compare and order whole numbers up to 100,000 and represent comparisons using the symbols $>$, $<$, or $=$.
- (3) Number and operations. The student applies mathematical process standards to represent and explain fractional units. The student is expected to:
- (A) represent fractions greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 using concrete objects and pictorial models, including strip diagrams and number lines;
 - (B) determine the corresponding fraction greater than zero and less than or equal to one with denominators of 2, 3, 4, 6, and 8 given a specified point on a number line;

- (C) explain that the unit fraction $\frac{1}{b}$ represents the quantity formed by one part of a whole that has been partitioned into b equal parts where b is a non-zero whole number;
 - (D) compose and decompose a fraction $\frac{a}{b}$ with a numerator greater than zero and less than or equal to b as a sum of parts $\frac{1}{b}$;
 - (E) solve problems involving partitioning an object or a set of objects among two or more recipients using pictorial representations of fractions with denominators of 2, 3, 4, 6, and 8;
 - (F) represent equivalent fractions with denominators of 2, 3, 4, 6, and 8 using a variety of objects and pictorial models, including number lines;
 - (G) explain that two fractions are equivalent if and only if they are both represented by the same point on the number line or represent the same portion of a same size whole for an area model; and
 - (H) compare two fractions having the same numerator or denominator in problems by reasoning about their sizes and justifying the conclusion using symbols, words, objects, and pictorial models.
- (4) Number and operations. The student applies mathematical process standards to develop and use strategies and methods for whole number computations in order to solve problems with efficiency and accuracy. The student is expected to:
- (A) solve with fluency one-step and two-step problems involving addition and subtraction within 1,000 using strategies based on place value, properties of operations, and the relationship between addition and subtraction;
 - (B) round to the nearest 10 or 100 or use compatible numbers to estimate solutions to addition and subtraction problems;
 - (C) determine the value of a collection of coins and bills;
 - (D) determine the total number of objects when equally-sized groups of objects are combined or arranged in arrays up to 10 by 10;
 - (E) represent multiplication facts by using a variety of approaches such as repeated addition, equal-sized groups, arrays, area models, equal jumps on a number line, and skip counting;
 - (F) recall facts to multiply up to 10 by 10 with automaticity and recall the corresponding division facts;
 - (G) use strategies and algorithms, including the standard algorithm, to multiply a two-digit number by a one-digit number. Strategies may include mental math, partial products, and the commutative, associative, and distributive properties;

- (H) determine the number of objects in each group when a set of objects is partitioned into equal shares or a set of objects is shared equally;
 - (I) determine if a number is even or odd using divisibility rules;
 - (J) determine a quotient using the relationship between multiplication and division; and
 - (K) solve one-step and two-step problems involving multiplication and division within 100 using strategies based on objects; pictorial models, including arrays, area models, and equal groups; properties of operations; or recall of facts.
- (5) Algebraic reasoning. The student applies mathematical process standards to analyze and create patterns and relationships. The student is expected to:
- (A) represent one- and two-step problems involving addition and subtraction of whole numbers to 1,000 using pictorial models, number lines, and equations;
 - (B) represent and solve one- and two-step multiplication and division problems within 100 using arrays, strip diagrams, and equations;
 - (C) describe a multiplication expression as a comparison such as 3×24 represents 3 times as much as 24;
 - (D) determine the unknown whole number in a multiplication or division equation relating three whole numbers when the unknown is either a missing factor or product; and
 - (E) represent real-world relationships using number pairs in a table and verbal descriptions.
- (6) Geometry and measurement. The student applies mathematical process standards to analyze attributes of two-dimensional geometric figures to develop generalizations about their properties. The student is expected to:
- (A) classify and sort two- and three-dimensional figures, including cones, cylinders, spheres, triangular and rectangular prisms, and cubes, based on attributes using formal geometric language;
 - (B) use attributes to recognize rhombuses, parallelograms, trapezoids, rectangles, and squares as examples of quadrilaterals and draw examples of quadrilaterals that do not belong to any of these subcategories;
 - (C) determine the area of rectangles with whole number side lengths in problems using multiplication related to the number of rows times the number of unit squares in each row;
 - (D) decompose composite figures formed by rectangles into non-overlapping rectangles to determine the area of the original figure using the additive property of area; and

- (E) decompose two congruent two-dimensional figures into parts with equal areas and express the area of each part as a unit fraction of the whole and recognize that equal shares of identical wholes need not have the same shape.
- (7) Geometry and measurement. The student applies mathematical process standards to select appropriate units, strategies, and tools to solve problems involving customary and metric measurement. The student is expected to:
- (A) represent fractions of halves, fourths, and eighths as distances from zero on a number line;
 - (B) determine the perimeter of a polygon or a missing length when given perimeter and remaining side lengths in problems;
 - (C) determine the solutions to problems involving addition and subtraction of time intervals in minutes using pictorial models or tools such as a 15-minute event plus a 30-minute event equals 45 minutes;
 - (D) determine when it is appropriate to use measurements of liquid volume (capacity) or weight; and
 - (E) determine liquid volume (capacity) or weight using appropriate units and tools.
- (8) Data analysis. The student applies mathematical process standards to solve problems by collecting, organizing, displaying, and interpreting data. The student is expected to:
- (A) summarize a data set with multiple categories using a frequency table, dot plot, pictograph, or bar graph with scaled intervals; and
 - (B) solve one- and two-step problems using categorical data represented with a frequency table, dot plot, pictograph, or bar graph with scaled intervals.
- (9) Personal financial literacy. The student applies mathematical process standards to manage one's financial resources effectively for lifetime financial security. The student is expected to:
- (A) explain the connection between human capital/labor and income;
 - (B) describe the relationship between the availability or scarcity of resources and how that impacts cost;
 - (C) identify the costs and benefits of planned and unplanned spending decisions;
 - (D) explain that credit is used when wants or needs exceed the ability to pay and that it is the borrower's responsibility to pay it back to the lender, usually with interest;
 - (E) list reasons to save and explain the benefit of a savings plan, including for college; and

- (F) identify decisions involving income, spending, saving, credit, and charitable giving.
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§112.14. Science, Grade 3, Beginning with School Year 2010-2011.

(a) Introduction.

- (1) Science, as defined by the National Academy of Sciences, is the "use of evidence to construct testable explanations and predictions of natural phenomena, as well as the knowledge generated through this process."
- (2) Recurring themes are pervasive in sciences, mathematics, and technology. These ideas transcend disciplinary boundaries and include patterns, cycles, systems, models, and change and constancy.
- (3) The study of elementary science includes planning and safely implementing classroom and outdoor investigations using scientific methods, analyzing information, making informed decisions, and using tools to collect and record information while addressing the content and vocabulary in physical, earth, and life sciences. Districts are encouraged to facilitate classroom and outdoor investigations for at least 60% of instructional time.
- (4) In Grade 3, students learn that the study of science uses appropriate tools and safe practices in planning and implementing investigations, asking and answering questions, collecting data by observing and measuring, and by using models to support scientific inquiry about the natural world.
 - (A) Students recognize that patterns, relationships, and cycles exist in matter. Students will investigate the physical properties of matter and will learn that changes occur. They explore mixtures and investigate light, sound, and heat/thermal energy in everyday life. Students manipulate objects by pushing and pulling to demonstrate changes in motion and position.
 - (B) Students investigate how the surface of Earth changes and provides resources that humans use. As students explore objects in the sky, they describe how relationships affect patterns and cycles on Earth. Students will construct models to demonstrate Sun, Earth, and Moon system relationships and will describe the Sun's role in the water cycle.
 - (C) Students explore patterns, systems, and cycles within environments by investigating characteristics of organisms, life cycles, and interactions among all components of the natural environment. Students examine how the environment plays a key role in survival. Students know that when changes in the environment occur organisms may thrive, become ill, or perish.

(b) Knowledge and skills.

- (1) Scientific investigation and reasoning. The student conducts classroom and outdoor investigations following school and home safety procedures and environmentally appropriate practices. The student is expected to:
 - (A) demonstrate safe practices as described in the Texas Safety Standards during classroom and outdoor investigations, including observing a schoolyard habitat; and
 - (B) make informed choices in the use and conservation of natural resources by recycling or reusing materials such as paper, aluminum cans, and plastics.
- (2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and outdoor investigations. The student is expected to:
 - (A) plan and implement descriptive investigations, including asking and answering questions, making inferences, and selecting and using equipment or technology needed, to solve a specific problem in the natural world;
 - (B) collect data by observing and measuring using the metric system and recognize differences between observed and measured data;
 - (C) construct maps, graphic organizers, simple tables, charts, and bar graphs using tools and current technology to organize, examine, and evaluate measured data;
 - (D) analyze and interpret patterns in data to construct reasonable explanations based on evidence from investigations;
 - (E) demonstrate that repeated investigations may increase the reliability of results; and
 - (F) communicate valid conclusions supported by data in writing, by drawing pictures, and through verbal discussion.
- (3) Scientific investigation and reasoning. The student knows that information, critical thinking, scientific problem solving, and the contributions of scientists are used in making decisions. The student is expected to:
 - (A) in all fields of science, analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student;
 - (B) draw inferences and evaluate accuracy of product claims found in advertisements and labels such as for toys and food;
 - (C) represent the natural world using models such as volcanoes or Sun, Earth, and Moon system and identify their limitations, including size, properties, and materials; and

- (D) connect grade-level appropriate science concepts with the history of science, science careers, and contributions of scientists.
- (4) Scientific investigation and reasoning. The student knows how to use a variety of tools and methods to conduct science inquiry. The student is expected to:
- (A) collect, record, and analyze information using tools, including microscopes, cameras, computers, hand lenses, metric rulers, Celsius thermometers, wind vanes, rain gauges, pan balances, graduated cylinders, beakers, spring scales, hot plates, meter sticks, compasses, magnets, collecting nets, notebooks, sound recorders, and Sun, Earth, and Moon system models; timing devices, including clocks and stopwatches; and materials to support observation of habitats of organisms such as terrariums and aquariums; and
 - (B) use safety equipment as appropriate, including safety goggles and gloves.
- (5) Matter and energy. The student knows that matter has measurable physical properties and those properties determine how matter is classified, changed, and used. The student is expected to:
- (A) measure, test, and record physical properties of matter, including temperature, mass, magnetism, and the ability to sink or float;
 - (B) describe and classify samples of matter as solids, liquids, and gases and demonstrate that solids have a definite shape and that liquids and gases take the shape of their container;
 - (C) predict, observe, and record changes in the state of matter caused by heating or cooling; and
 - (D) explore and recognize that a mixture is created when two materials are combined such as gravel and sand and metal and plastic paper clips.
- (6) Force, motion, and energy. The student knows that forces cause change and that energy exists in many forms. The student is expected to:
- (A) explore different forms of energy, including mechanical, light, sound, and heat/thermal in everyday life;
 - (B) demonstrate and observe how position and motion can be changed by pushing and pulling objects to show work being done such as swings, balls, pulleys, and wagons; and
 - (C) observe forces such as magnetism and gravity acting on objects.
- (7) Earth and space. The student knows that Earth consists of natural resources and its surface is constantly changing. The student is expected to:
- (A) explore and record how soils are formed by weathering of rock and the decomposition of plant and animal remains;

- (B) investigate rapid changes in Earth's surface such as volcanic eruptions, earthquakes, and landslides;
 - (C) identify and compare different landforms, including mountains, hills, valleys, and plains; and
 - (D) explore the characteristics of natural resources that make them useful in products and materials such as clothing and furniture and how resources may be conserved.
- (8) Earth and space. The student knows there are recognizable patterns in the natural world and among objects in the sky. The student is expected to:
- (A) observe, measure, record, and compare day-to-day weather changes in different locations at the same time that include air temperature, wind direction, and precipitation;
 - (B) describe and illustrate the Sun as a star composed of gases that provides light and heat energy for the water cycle;
 - (C) construct models that demonstrate the relationship of the Sun, Earth, and Moon, including orbits and positions; and
 - (D) identify the planets in Earth's solar system and their position in relation to the Sun.
- (9) Organisms and environments. The student knows that organisms have characteristics that help them survive and can describe patterns, cycles, systems, and relationships within the environments. The student is expected to:
- (A) observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem;
 - (B) identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field; and
 - (C) describe environmental changes such as floods and droughts where some organisms thrive and others perish or move to new locations.
- (10) Organisms and environments. The student knows that organisms undergo similar life processes and have structures that help them survive within their environments. The student is expected to:
- (A) explore how structures and functions of plants and animals allow them to survive in a particular environment;
 - (B) explore that some characteristics of organisms are inherited such as the number of limbs on an animal or flower color and recognize that some behaviors are learned in response to living in a certain environment such as animals using tools to get food; and

- (C) investigate and compare how animals and plants undergo a series of orderly changes in their diverse life cycles such as tomato plants, frogs, and lady bugs.
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§113.14. Social Studies, Grade 3, Beginning with School Year 2011-2012.

- (a) Introduction.
 - (1) In Grade 3, students learn how diverse individuals have changed their communities and world. Students study the effects inspiring heroes have had on communities, past and present. Students learn about the lives of heroic men and women who made important choices, overcame obstacles, sacrificed for the betterment of others, and embarked on journeys that resulted in new ideas, new inventions, new technologies, and new communities. Students expand their knowledge through the identification and study of people who made a difference, influenced public policy and decision making, and participated in resolving issues that are important to all people. Throughout Grade 3, students develop an understanding of the economic, cultural, and scientific contributions made by individuals.
 - (2) To support the teaching of the essential knowledge and skills, the use of a variety of rich material such as biographies, founding documents, poetry, songs, and artworks is encouraged. Motivating resources are available from museums, historical sites, presidential libraries, and local and state preservation societies.
 - (3) The eight strands of the essential knowledge and skills for social studies are intended to be integrated for instructional purposes. Skills listed in the social studies skills strand in subsection (b) of this section should be incorporated into the teaching of all essential knowledge and skills for social studies. A greater depth of understanding of complex content material can be attained when integrated social studies content from the various disciplines and critical-thinking skills are taught together. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
 - (4) Students identify the role of the U.S. free enterprise system within the parameters of this course and understand that this system may also be referenced as capitalism or the free market system.
 - (5) Throughout social studies in Kindergarten-Grade 12, students build a foundation in history; geography; economics; government; citizenship; culture; science, technology, and society; and social studies skills. The content, as appropriate for the grade level or course, enables students to understand the importance of patriotism, function in a free enterprise society, and appreciate the basic democratic values of our state and nation as referenced in the Texas Education Code (TEC), §28.002(h).
 - (6) Students understand that a constitutional republic is a representative form of government whose representatives derive their authority from the consent of the governed, serve for an established tenure, and are sworn to uphold the constitution.

(7) State and federal laws mandate a variety of celebrations and observances, including Celebrate Freedom Week.

(A) Each social studies class shall include, during Celebrate Freedom Week as provided under the TEC, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(B) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subparagraph (A) of this paragraph, students in Grades 3-12 study and recite the following text: "We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."

(8) Students identify and discuss how the actions of U.S. citizens and the local, state, and federal governments have either met or failed to meet the ideals espoused in the founding documents.

(b) Knowledge and skills.

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. The student is expected to:

(A) describe how individuals, events, and ideas have changed communities, past and present;

(B) identify individuals, including Pierre-Charles L'Enfant, Benjamin Banneker, and Benjamin Franklin, who have helped to shape communities; and

(C) describe how individuals, including Daniel Boone, Christopher Columbus, the Founding Fathers, and Juan de Oñate, have contributed to the expansion of existing communities or to the creation of new communities.

(2) History. The student understands common characteristics of communities, past and present. The student is expected to:

(A) identify reasons people have formed communities, including a need for security, religious freedom, law, and material well-being;

(B) identify ways in which people in the local community and other communities meet their needs for government, education, communication, transportation, and recreation; and

- (C) compare ways in which various other communities meet their needs.
- (3) History. The student understands the concepts of time and chronology. The student is expected to:
- (A) use vocabulary related to chronology, including past, present, and future times;
 - (B) create and interpret timelines; and
 - (C) apply the terms year, decade, and century to describe historical times.
- (4) Geography. The student understands how humans adapt to variations in the physical environment. The student is expected to:
- (A) describe and explain variations in the physical environment, including climate, landforms, natural resources, and natural hazards;
 - (B) identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains;
 - (C) describe the effects of physical processes such as volcanoes, hurricanes, and earthquakes in shaping the landscape;
 - (D) describe the effects of human processes such as building new homes, conservation, and pollution in shaping the landscape; and
 - (E) identify and compare the human characteristics of various regions.
- (5) Geography. The student understands the concepts of location, distance, and direction on maps and globes. The student is expected to:
- (A) use cardinal and intermediate directions to locate places on maps and globes such as the Rocky Mountains, the Mississippi River, and Austin, Texas, in relation to the local community;
 - (B) use a scale to determine the distance between places on maps and globes;
 - (C) identify and use the compass rose, grid system, and symbols to locate places on maps and globes; and
 - (D) create and interpret maps of places and regions that contain map elements, including a title, compass rose, legend, scale, and grid system.
- (6) Economics. The student understands the purposes of earning, spending, saving, and donating money. The student is expected to:
- (A) identify ways of earning, spending, saving, and donating money; and

- (B) create a simple budget that allocates money for spending, saving, and donating.
- (7) Economics. The student understands the concept of the free enterprise system. The student is expected to:
- (A) define and identify examples of scarcity;
 - (B) explain the impact of scarcity on the production, distribution, and consumption of goods and services; and
 - (C) explain the concept of a free market as it relates to the U.S. free enterprise system.
- (8) Economics. The student understands how businesses operate in the U.S. free enterprise system. The student is expected to:
- (A) identify examples of how a simple business operates;
 - (B) explain how supply and demand affect the price of a good or service;
 - (C) explain how the cost of production and selling price affect profits;
 - (D) explain how government regulations and taxes impact consumer costs; and
 - (E) identify individuals, past and present, including Henry Ford and other entrepreneurs in the community such as Mary Kay Ash, Wallace Amos, Milton Hershey, and Sam Walton, who have started new businesses.
- (9) Government. The student understands the basic structure and functions of various levels of government. The student is expected to:
- (A) describe the basic structure of government in the local community, state, and nation;
 - (B) identify local, state, and national government officials and explain how they are chosen;
 - (C) identify services commonly provided by local, state, and national governments; and
 - (D) explain how local, state, and national government services are financed.
- (10) Government. The student understands important ideas in historical documents at various levels of government. The student is expected to:
- (A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights; and
 - (B) describe and explain the importance of the concept of "consent of the governed" as it relates to the functions of local, state, and national government.

- (11) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures. The student is expected to:
- (A) identify characteristics of good citizenship, including truthfulness, justice, equality, respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting;
 - (B) identify historical figures such as Helen Keller and Clara Barton and contemporary figures such as Ruby Bridges and military and first responders who exemplify good citizenship; and
 - (C) identify and explain the importance of individual acts of civic responsibility, including obeying laws, serving the community, serving on a jury, and voting.
- (12) Citizenship. The student understands the impact of individual and group decisions on communities in a constitutional republic. The student is expected to:
- (A) give examples of community changes that result from individual or group decisions;
 - (B) identify examples of actions individuals and groups can take to improve the community; and
 - (C) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good.
- (13) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. The student is expected to:
- (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and
 - (B) compare ethnic and/or cultural celebrations in the local community with other communities.
- (14) Culture. The student understands the role of heroes in shaping the culture of communities, the state, and the nation. The student is expected to:
- (A) identify and compare the heroic deeds of state and national heroes, including Hector P. Garcia and James A. Lovell, and other individuals such as Harriet Tubman, Juliette Gordon Low, Todd Beamer, Ellen Ochoa, John "Danny" Olivas, and other contemporary heroes; and
 - (B) identify and analyze the heroic deeds of individuals, including military and first responders such as the Four Chaplains.

- (15) Culture. The student understands the importance of writers and artists to the cultural heritage of communities. The student is expected to:
- (A) identify various individual writers and artists such as Kadir Nelson, Tomie dePaola, and Phillis Wheatley and their stories, poems, statues, and paintings and other examples of cultural heritage from various communities; and
 - (B) explain the significance of various individual writers and artists such as Carmen Lomas Garza, Laura Ingalls Wilder, and Bill Martin Jr. and their stories, poems, statues, and paintings and other examples of cultural heritage to various communities.
- (16) Science, technology, and society. The student understands how individuals have created or invented new technology and affected life in various communities, past and present. The student is expected to:
- (A) identify scientists and inventors, including Jonas Salk, Maria Mitchell, and others who have discovered scientific breakthroughs or created or invented new technology such as Cyrus McCormick, Bill Gates, and Louis Pasteur; and
 - (B) identify the impact of scientific breakthroughs and new technology in computers, pasteurization, and medical vaccines on various communities.
- (17) Social studies skills. The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology. The student is expected to:
- (A) research information, including historical and current events, and geographic data, about the community and world, using a variety of valid print, oral, visual, and Internet resources;
 - (B) sequence and categorize information;
 - (C) interpret oral, visual, and print material by identifying the main idea, distinguishing between fact and opinion, identifying cause and effect, and comparing and contrasting;
 - (D) use various parts of a source, including the table of contents, glossary, and index as well as keyword Internet searches, to locate information;
 - (E) interpret and create visuals, including graphs, charts, tables, timelines, illustrations, and maps; and
 - (F) use appropriate mathematical skills to interpret social studies information such as maps and graphs.
- (18) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

- (A) express ideas orally based on knowledge and experiences;
 - (B) use technology to create written and visual material such as stories, poems, pictures, maps, and graphic organizers to express ideas; and
 - (C) use standard grammar, spelling, sentence structure, and punctuation.
- (19) Social studies skills. The student uses problem-solving and decision-making skills, working independently and with others, in a variety of settings. The student is expected to:
- (A) use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution; and
 - (B) use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision.
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§114.2. Languages Other Than English, Elementary.

School districts are strongly encouraged to offer languages other than English in the elementary grades. For districts that offer languages in elementary, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

§115.5. Health Education, Grade 3.

- (a) Introduction.
 - (1) In health education, students acquire the health information and skills necessary to become healthy adults and learn about behaviors in which they should and should not participate. To achieve that goal, students will understand the following: students should first seek guidance in the area of health from their parents; personal behaviors can increase or reduce health risks throughout the lifespan; health is influenced by a variety of factors; students can recognize and utilize health information and products; and personal/interpersonal skills are needed to promote individual, family, and community health.
 - (2) In Grade 3, students build on the knowledge and skills learned in the second grade. In addition to students learning health knowledge that can help them improve or maintain health habits, students begin to learn about body systems, growth and development, and the relationship between health and the environment. Students are also introduced to interpersonal skills that they will use to communicate and interact with friends and family.

- (b) Knowledge and skills.
- (1) Health behaviors. The student explains ways to enhance and maintain health throughout the life span. The student is expected to:
 - (A) explain how personal-health habits affect self and others;
 - (B) describe ways to improve personal fitness;
 - (C) identify types of nutrients;
 - (D) describe food combinations in a balanced diet such as a food pyramid;
 - (E) explain the effects of too much stress and practice ways to reduce stress such as exercising and listening to music; and
 - (F) explain strategies for maintaining a personal-health plan such as a commitment to good personal hygiene and checkups and an awareness of safety skills.
 - (2) Health behaviors. The student recognizes and performs behaviors that reduce health risks throughout the life span. The student is expected to:
 - (A) explain the need for obeying safety rules at home, school, work, and play such as bike safety and avoidance of weapons;
 - (B) describe the harmful effects of alcohol, tobacco, and other drugs on physical, mental, and social health and why people should not use them;
 - (C) identify reasons for avoiding violence, gangs, weapons and drugs;
 - (D) identify examples of abuse and describe appropriate responses; and
 - (E) describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing accidental injuries.
 - (3) Health behaviors. The student knows and engages in behaviors that prevent disease and speed recovery from illness. The student is expected to:
 - (A) identify health behaviors that prevent the spread of disease and avoid behaviors that cause the transmission of disease;
 - (B) explain the body's defense systems and how they fight disease; and
 - (C) explain actions to take when illness occurs such as informing parents/adults.
 - (4) Health information. The student names the basic structures and functions of the human body and explains how they relate to personal health throughout the life span. The student is expected to:
 - (A) list and explain the stages of growth and development;
 - (B) name and locate major components of the body systems; and
 - (C) explain the interrelationships of the body systems.
 - (5) Health information. The student knows how to access health information. The student is expected to:

- (A) demonstrate the ability to locate resources from parents and family members, school, and the community; and
 - (B) demonstrate the ability to locate school and community health helpers.
- (6) Influencing factors. The student understands factors that influence individual and community health. The student is expected to:
- (A) relate how protecting the environment promotes individual and community health;
 - (B) identify common health problems that result from unhealthy environments such as skin cancer, poisoning, and respiratory illness;
 - (C) identify ways to protect personal health from environmental hazards such as lead removal and no-smoking laws; and
 - (D) describe roles and responsibilities of family members in promoting and practicing health behaviors.
- (7) Influencing factors. The student comprehends ways in which media and technology influence individual and community health. The student is expected to:
- (A) describe how the media can influence knowledge and health behaviors; and
 - (B) identify ways in which health care has improved as a result of technology.
- (8) Personal/interpersonal skills. The student understands how relationships can positively and negatively influence individual and community health. The student is expected to:
- (A) distinguish between positive and negative peer pressures and their effects on personal health behaviors; and
 - (B) describe ways in which peers and families can work together to build a healthy community.
- (9) Personal/interpersonal skills. The student uses social skills in building and maintaining healthy and respectful relationships. The student is expected to:
- (A) demonstrate effective verbal and nonverbal communication, including when responding to a bullying issue;
 - (B) demonstrate strategies for resolving conflicts;
 - (C) explain how to be a good friend;
 - (D) demonstrate effective listening skills;
 - (E) identify ways to communicate with parents/trusted adults about health concerns;
 - (F) demonstrate refusal skills; and
 - (G) describe ways to help build self-esteem for oneself, friends, and others.
- (10) Personal/interpersonal skills. The student explains healthy ways to communicate consideration and respect for self, family, friends, and others. The student is expected to:
- (A) demonstrate respectful communication with family members, peers, teachers, and others;

- (B) describe the mental-health value of respectful communication such as reducing the potential for angry behavior; and
 - (C) express needs, wants, and emotions in healthy ways.
- (11) Personal/interpersonal skills. The student recognizes critical-thinking, decision-making, goal-setting, and problem-solving skills for making health-promoting decisions. The student is expected to:
- (A) practice critical-thinking skills when making health decisions;
 - (B) gather data to help make informed health choices;
 - (C) explain the positive and negative consequences of making a health-related choice;
 - (D) explain the importance of seeking assistance in making decisions about health;
 - (E) practice assertive communication and refusal skills;
 - (F) describe goal-setting skills; and
 - (G) explain the importance of time passage with respect to a goal.
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§116.5. Physical Education, Grade 3.

- (a) Introduction.
 - (1) In Physical Education, students acquire the knowledge and skills for movement that provide the foundation for enjoyment, continued social development through physical activity, and access to a physically-active lifestyle. The student exhibits a physically-active lifestyle and understands the relationship between physical activity and health throughout the lifespan.
 - (2) In Grades 3-5, students continue to develop strength, endurance, and flexibility. Students can demonstrate mature form in fundamental locomotor and manipulative skills and can often maintain that form while participating in dynamic game situations. Identifying personal fitness goals for themselves and beginning to understand how exercise affects different parts of the body is an important part of the instructional process.
 - (3) In Grade 3, students begin to learn and demonstrate more mature movement forms. Students also learn age-specific skills and the health benefits of physical activity. Students begin to learn game strategies, rules, and etiquette.
- (b) Knowledge and skills.
 - (1) Movement. The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to:
 - (A) travel in forward, sideways, and backwards and change direction quickly and safely in dynamic situations;

- (B) demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situations;
 - (C) demonstrate mature form in jogging, running, and leaping;
 - (D) demonstrate moving in and out of a balanced position with control;
 - (E) demonstrate proper body alignment in lifting, carrying, pushing, and pulling;
 - (F) demonstrate control and appropriate form such as curled position and protection of neck in rolling activities such as forward roll, shoulder roll, and safety rolls;
 - (G) transfer on and off equipment with good body control such as boxes, benches, stacked mats, horizontal bar, and balance beam;
 - (H) clap echoes in a variety of one measure rhythmical patterns;
 - (I) demonstrate various step patterns and combinations of movement in repeatable sequences; and
 - (J) demonstrate key elements in manipulative skills such as underhand throw, overhand throw, catch and kick such as position your side to the target.
- (2) Movement. The student applies movement concepts and principles to the learning and development of motor skills. The student is expected to:
- (A) identify similar positions in a variety of movements such as straddle positions, ready position, and bending knees to absorb force; and
 - (B) know that practice, attention and effort are required to improve skills.
- (3) Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge. The student is expected to:
- (A) describe and select physical activities that provide for enjoyment and challenge;
 - (B) participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;
 - (C) participate in appropriate exercises for developing flexibility;
 - (D) lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping, and jumping; and

- (E) identify opportunities for participation in physical activity in the community such as little league and parks and recreation.
- (4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors that affect physical performance. The student is expected to:
- (A) describe the long term effects of physical activity on the heart;
 - (B) distinguish between aerobic and anaerobic activities;
 - (C) identify foods that increase or reduce bodily functions; and
 - (D) identify principles of good posture and its impact on physical activity.
- (5) Physical activity and health. The student understands and applies safety practices associated with physical activities. The student is expected to:
- (A) use equipment safely and properly;
 - (B) select and use proper attire that promotes participation and prevents injury;
 - (C) identify and apply safety precautions when walking, jogging, and skating in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians; and
 - (D) identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.
- (6) Social development. The student understands basic components such as strategies and rules of structured physical activities including but not limited to, games, sports, dance, and gymnastics. The student is expected to:
- (A) identify components of games that can be modified to make the games and participants more successful; and
 - (B) explain the importance of basic rules in games and activities.
- (7) Social development. The student develops positive self-management and social skills needed to work independently and with others in physical activity settings. The student is expected to:
- (A) follow rules, procedures, and etiquette;
 - (B) persevere when not successful on the first try in learning movement skills; and
 - (C) accept and respect differences and similarities in physical abilities of self and others.
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§117.111. Art, Grade 3, Adopted 2013.**(a) Introduction.**

- (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
- (2) Four basic strands--foundations: observation and perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Each strand is of equal value and may be presented in any order throughout the year. Students rely on personal observations and perceptions, which are developed through increasing visual literacy and sensitivity to surroundings, communities, memories, imaginings, and life experiences, as sources for thinking about, planning, and creating original artworks. Students communicate their thoughts and ideas with innovation and creativity. Through art, students challenge their imaginations, foster critical thinking, collaborate with others, and build reflective skills. While exercising meaningful problem-solving skills, students develop the lifelong ability to make informed judgments.
- (3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Foundations: observation and perception. The student develops and expands visual literacy skills using critical thinking, imagination, and the senses to observe and explore the world by learning about, understanding, and applying the elements of art, principles of design, and expressive qualities. The student uses what the student sees, knows, and has experienced as sources for examining, understanding, and creating artworks. The student is expected to:
 - (A) explore ideas from life experiences about self, peers, family, school, or community and from the imagination as sources for original works of art;
 - (B) use appropriate vocabulary when discussing the elements of art, including line, shape, color, texture, form, space, and value, and the principles of design, including emphasis, repetition/pattern, movement/rhythm, contrast/variety, balance, proportion, and unity; and
 - (C) discuss the elements of art as building blocks and the principles of design as organizers of works of art.

- (2) Creative expression. The student communicates ideas through original artworks using a variety of media with appropriate skills. The student expresses thoughts and ideas creatively while challenging the imagination, fostering reflective thinking, and developing disciplined effort and progressive problem solving skills. The student is expected to:
 - (A) integrate ideas drawn from life experiences to create original works of art;
 - (B) create compositions using the elements of art and principles of design; and
 - (C) produce drawings; paintings; prints; sculpture, including modeled forms; and other art forms such as ceramics, fiber art, constructions, mixed media, installation art, digital art and media, and photographic imagery using a variety of materials.
 - (3) Historical and cultural relevance. The student demonstrates an understanding of art history and culture by analyzing artistic styles, historical periods, and a variety of cultures. The student develops global awareness and respect for the traditions and contributions of diverse cultures. The student is expected to:
 - (A) identify simple main ideas expressed in artworks from various times and places;
 - (B) compare and contrast artworks created by historical and contemporary men and women, making connections to various cultures;
 - (C) connect art to career opportunities for positions such as architects, animators, cartoonists, engineers, fashion designers, film makers, graphic artists, illustrators, interior designers, photographers, and web designers; and
 - (D) investigate the connections of visual art concepts to other disciplines.
 - (4) Critical evaluation and response. The student responds to and analyzes artworks of self and others, contributing to the development of lifelong skills of making informed judgments and reasoned evaluations. The student is expected to:
 - (A) evaluate the elements of art, principles of design, or expressive qualities in artworks of self, peers, and historical and contemporary artists;
 - (B) use methods such as oral response or artist statements to identify main ideas found in collections of artworks created by self, peers, and major historical or contemporary artists in real or virtual portfolios, galleries, or art museums; and
 - (C) compile collections of personal artworks such as physical artworks, electronic images, sketchbooks, or portfolios for purposes of self assessment or exhibition.
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§117.112. Music, Grade 3, Adopted 2013.**(a) Introduction.**

- (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
- (2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.
- (3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
 - (A) categorize and explain a variety of musical sounds, including those of children and adult voices;
 - (B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures;
 - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally; and
 - (D) identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works.

- (2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:
- (A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate;
 - (B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and
 - (C) identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
- (A) sing or play classroom instruments with accurate intonation and rhythm independently or in groups;
 - (B) sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups;
 - (C) move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;
 - (D) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire; and
 - (E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:
- (A) create rhythmic phrases through improvisation or composition;
 - (B) create melodic phrases through improvisation or composition; and
 - (C) create simple accompaniments through improvisation or composition.
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
- (A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures;

- (B) identify music from diverse genres, styles, periods, and cultures; and
 - (C) identify the relationships between music and interdisciplinary concepts.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
- (A) exhibit audience etiquette during live and recorded performances;
 - (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary;
 - (C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary;
 - (D) respond verbally and through movement to short musical examples; and
 - (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary.
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§117.113. Theatre, Grade 3, Adopted 2013.

- (a) Introduction.
- (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
 - (2) Four basic strands--foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and

dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.

- (3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

- (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
 - (A) react to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play;
 - (B) create playing space using expressive and rhythmic movement;
 - (C) respond to sounds, music, images, language, and literature using movement; and
 - (D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - (A) demonstrate safe use of movement and voice;
 - (B) participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization;
 - (C) dramatize literary selections using shadow play or puppetry; and
 - (D) dramatize literary selections using pantomime and imitative dialogue.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;
 - (B) use simple technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme;
 - (C) plan dramatic play;
 - (D) cooperate and interact with others in dramatic play; and

- (E) observe live or multimedia theatrical performances.
 - (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - (A) explore historical and diverse cultural influences from a variety of sources through dramatic activities;
 - (B) illustrate similarities and differences between life and theatre, television, and film through dramatic play; and
 - (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) apply appropriate audience behavior consistently;
 - (B) discuss and evaluate simple dramatic activities and performances; and
 - (C) discuss the use of music, movement, and visual components in dramatic activities and performances.
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§126.7. Technology Applications, Grades 3-5, Beginning with School Year 2012-2013.

- (a) Introduction.
 - (1) The technology applications curriculum has six strands based on the National Educational Technology Standards for Students (NETS•S) and performance indicators developed by the International Society for Technology in Education (ISTE): creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving, and decision making; digital citizenship; and technology operations and concepts.
 - (2) Through the study of the six strands in technology applications, students use creative thinking and innovative processes to construct knowledge and develop products. Students communicate and collaborate both locally and globally to reinforce and promote learning. Research and information fluency includes the acquisition and evaluation of digital content. Students develop critical-thinking, problem-solving, and decision-making skills by collecting, analyzing, and reporting digital information. Students practice digital citizenship by behaving responsibly while using technology tools and resources. Through the study of technology operations and concepts, students learn technology related terms, concepts, and data input strategies.
 - (3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.
- (b) Knowledge and skills.

- (1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:
 - (A) create original products using a variety of resources;
 - (B) analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product; and
 - (C) use virtual environments to explore systems and issues.
- (2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to:
 - (A) draft, edit, and publish products in different media individually and collaboratively;
 - (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print;
 - (C) collaborate effectively through personal learning communities and social environments;
 - (D) select and use appropriate collaboration tools;
 - (E) evaluate the product for relevance to the assignment or task; and
 - (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.
- (3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to:
 - (A) use various search strategies such as keyword(s); the Boolean identifiers *and*, *or*, and *not*; and other strategies appropriate to specific search engines;
 - (B) collect and organize information from a variety of formats, including text, audio, video, and graphics;
 - (C) validate and evaluate the relevance and appropriateness of information; and
 - (D) acquire information appropriate to specific tasks.
- (4) Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to:
 - (A) identify information regarding a problem and explain the steps toward the solution;
 - (B) collect, analyze, and represent data to solve problems using tools such as word processing, databases, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages;

- (C) evaluate student-created products through self and peer review for relevance to the assignment or task; and
 - (D) evaluate technology tools applicable for solving problems.
- (5) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:
- (A) adhere to acceptable use policies reflecting positive social behavior in the digital environment;
 - (B) respect the intellectual property of others;
 - (C) abide by copyright law and the Fair Use Guidelines for Educational Multimedia;
 - (D) protect and honor the individual privacy of oneself and others;
 - (E) follow the rules of digital etiquette;
 - (F) practice safe, legal, and responsible use of information and technology; and
 - (G) comply with fair use guidelines and digital safety rules.
- (6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to:
- (A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning;
 - (B) manipulate files using appropriate naming conventions; file management, including folder structures and tagging; and file conversions;
 - (C) navigate systems and applications accessing peripherals both locally and remotely;
 - (D) troubleshoot minor technical problems with hardware and software using available resources such as online help and knowledge bases; and
 - (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.