IRVINE UNIFIED SCHOOL DISTRICT

Year At A Glance

Third Grade

Essential Standards for Core Content Areas

"What do we want all students to know and be able to do?"

Revised August 2022

IRVINE UNIFIED SCHOOL DISTRICT

"In learning teams, teachers work collectively to develop a guaranteed and viable curriculum to ensure that students have access to the same essential knowledge and skills, regardless of the teacher to whom they are assigned." - Robert Marzano

Irvine Unified School District is committed to establishing a guaranteed and viable curriculum which ensures that all students have equitable access to and demonstrate proficiency in the same essential standards regardless of the teacher to whom they are assigned. We accomplish this through engaging in an evidence-based cycle of continuous improvement in Professional Learning Communities at every level of the organization.

A "guaranteed" curriculum is one in which all students have an equal opportunity (time and access) to learn rigorous content. This requires a districtwide agreement and common understanding of the essential content that *all* students need to know, understand, and be able to do. A guaranteed curriculum promotes equity, giving *all* children equal opportunity to learn essential content. For a curriculum to be "viable," we must ensure that there is adequate time for teachers to teach the most important content thoroughly, including time for reteaching and reassessing proficiency when needed.

When teaching the guaranteed and viable curriculum, ongoing assessment of the essential standards informs differentiated delivery of instruction to support proficiency for all students. Irvine Unified teachers have the flexibility to employ a variety of instructional strategies and teaching styles to meet identified student needs. At its essence, a guaranteed and viable curriculum allows for this instructional flexibility by establishing essential standards as the core non-negotiables of learning for all students while ensuring teachers have the ability to customize instruction for their unique student group each year.

Developed by Irvine Unified teacher committees, the Year at a Glance documents represent these core non-negotiables of learning for all students. All content standards have been examined and prioritized for instructional focus based on whether the standard shows evidence of endurance (the learning will be used for many years), leverage (the learning is applied across content areas) and readiness (the learning is a key foundational piece). Although all standards are taught in all content areas, the Year at a Glance identifies the standards which are the most important to focus instruction, reteaching efforts, extension, and reassessment opportunities. The essential (high priority) standards represent the focus of Professional Learning Communities' team work throughout the year. This ensures that PLC Teams are able to focus resources on what is most important.

- **Essential (High Priority) Standards for Instructional Focus** - *These are the essential standards that all students must know and be able to do in order to be successful moving forward. These standards are the focus of PLC work and should be the primary focus of instruction, reteaching, intervention, extension, and reassessment efforts so that ALL students demonstrate proficiency on these essential standards before leaving the grade level.*

- **Regular Priority Standards for Instructional Focus** - *These are supporting standards that are included in instruction and that most students should know and be able to do. Students may be revisiting these standards over multiple years and proficiency may come in subsequent grades as topics are retaught.*

- **Lower Priority Standards for Instructional Focus** - *These supporting standards represent introductory knowledge and/or skills that may be revisited in later grade levels or are not considered to be critical to be proficient in for success in subsequent grade levels.*

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Year At a Glance - Third Grade

In Third Grade, Students Will Learn…

English Language Arts: Students in third grade know and apply grade-level phonics and word analysis skills in decoding words, including prefixes and suffixes. They continue to decode longer words than in second grade and use those skills to read multisyllabic words. Third graders work to compare and contrast themes, setting, and plots of stories from an author that shared stories about similar characters. Students ask and answer questions using evidence from a text and will determine the main idea or message and how to convey meaning through key details.

The major shift in writing from second to third grade is writing for a variety of purposes, including expressing opinions, sharing information, or providing explanations. Students write opinion pieces using supporting points of view, organized reasons linked to the topic, and include a concluding statement. Students write informative/explanatory texts that convey ideas, inform clearly with facts, definitions and details, including a concluding statement. Students write narratives to develop real or imagined experiences or events using effective techniques of dialogue and description or action, clear event sequences, and a sense of closure. Students write legibly in cursive or joined italics, allowing margins and correct spacing between letters within words and words in sentences.

Third grade students engage in collaborative discussions with diverse partners, come prepared with information, follow agreed upon rules, ask questions to understand, and explain their own ideas. Students report on an informative/explanatory topic or text in a logical sequence that includes: relevant facts, descriptive details to support the main idea or themes, speaking clearly at an understandable pace, using specific vocabulary, and ending with a strong conclusion.

Mathematics: The major focus areas for grade three include multiplication, division, and fractions. Grade three starts with a focus on the meaning of multiplication, understood using the area of rectangles. Students learn how to use different strategies to multiply, and develop fluency with single-digit multiplication throughout the year. Students connect the concept of area to multiplication and repeated addition. Students focus on division of whole numbers within 100. They apply their understanding of multiplication to the inverse operation of division.

Students also gain fluency in addition and subtraction within 1,000 by using strategies, place value, properties of operations, and the relationship between addition and subtraction. Rounding is introduced through number lines and halfway points. Students also find solutions to two-step word problems involving the four arithmetic operations and determine the reasonableness of solutions. They also learn about fractions as parts of a whole, study unit fractions, and understand basic fraction equivalents using physical models and number lines to order and compare basic fractions.

Exploring the concept of telling time to the minute and applying their understanding of multiplication and addition/subtraction to solve problems involving intervals of time is another focus of third grade. Next, students build on their understanding of two-dimensional shapes to describe and analyze quadrilaterals and their attributes. Students calculate perimeters of polygons as well as solve real world problems involving perimeter. Students represent data with scaled picture graphs, bar graphs, and line plots and ask and answer questions about data. In the final unit for the year, measuring and estimating with liquid volume and mass of different objects is explored.

Science: Students in grade three investigate **Playground Forces**. Students investigate the effects of forces on the motion of playground objects like balls and swings. They use pictorial models to describe multiple forces on objects and predict how they will move as those forces change. They ask questions about how electric and magnetic forces can act without touching and then use them to solve a problem in a design challenge.

Students then explore **Lifecycles For Survival.** They observe life cycles as well as animals living in groups and then describe how these traits help organisms meet their needs. Students measure different traits to document the differences between offspring, their parents, and other members of their population. Some of these variations make organisms more likely to survive.

Next, students study **Survival in Different Environments**. Students develop a model of the relationship between traits, environment, and survival. Students collect evidence that organisms live in environments that best meet their needs and that changes in the environment can affect the traits and survival of organisms.

Finally, students analyze **Weather Impacts**. Students record patterns in weather over the school year and then analyze their data. They learn about weather patterns around the world and design solutions to reduce the impacts of weather hazards.

History Social Science: The study of Continuity and Change will require third graders to explore their local community and learn how the people's activities of the past left their mark on the land. Students analyze why and how people settled areas within California. Students will learn about the local region, how the lives of American Indians contributed to the region, including how natural resources are used and how the use of the resources have changed the environment and that some things change and some things remain the same. Learning the structure of government, developing citizenship, and learning how famous national and local Americans took risks to secure freedoms will be elements of the year. The third graders will continue developing cost-benefit skills and learn to identify important local community issues.

IRVINE UNIFIED SCHOOL DISTRICT

Third Grade - English Language Arts

bit.ly/Gr3ELAStandards

What Students Learn

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All Third Grade Students Will Demonstrate Proficiency In These Essential Standards

Essential (High Priority) Standards:

- Ask and answer questions using evidence (from text, from a speaker) (RL 3.1, RI 3.1, SL 3.3)
- Determine the main idea or message and explain how it is conveyed through key details (through reading, read alouds, media, visuals, oral source; including fables, folktales, and myths from diverse cultures) (RL 3.2, RI 3.2, SL 3.2)
- Know and apply grade-level phonics and word analysis skills in decoding words (decode multisyllable words; read grade appropriate irregularly spelled words; prefixes and suffixes) (RF 3.3)
- Read with sufficient accuracy and fluency to support comprehension (RF 3.4)
- Write an opinion piece using supporting points of view with reasons (organize reasons linked to the topic; use linking words; provide a concluding statement) (W 3.1)
- Write informative/explanatory texts to convey ideas (inform clearly with facts, definitions, details, and illustrations when useful; use linking words; provide a concluding statement (W 3.2)
- Write narratives to develop real or imagined experience or events using effective techniques (establish a situation and introduce a narrator/characters; organize sequentially; use dialogue/description of actions, thoughts, feelings to develop experiences/events; use temporal words; provide a sense of closure) (W 3.3)
- Speak in complete sentences appropriate to the task and situation in order to provide details or clarification (SL 3.6)
- Demonstrate command of the conventions of English grammar (explain the function of nouns, verbs, adjectives, adverbs, form and use verb tenses, regular and irregular verbs, regular and irregular plural nouns, produce simple, compound, and complex sentences, and write legibly in cursive with correct spacing between letters and words.) (L 3.1)

Third Grade Students Will Work Toward Proficiency In These Supporting Standards

Regular Priority Standards:

- Read and comprehend grade level text (including stories, poetry, informational text) (RL 3.10, RI 3.10)
- Write routinely over extended time frames for a range of specific tasks, purpose, and audiences (W 3.10)
- Engage effectively in a range of collaborative discussions with diverse partners (come prepared with information; follow agreed upon discussion rules; ask questions to understand; explain own ideas) (SL 3.1)
- Report on an informative/explanatory topic or text that is logical sequence (relevant facts, descriptive details to support the main idea or themes, spoken clearly at an understandable pace, specific vocabulary, and strong conclusion (SL 3.4)
- Demonstrate command of the conventions of grammar (possessives; conventional spelling for high frequency word; adding suffixes to base words; use spelling patterns; consult reference materials;capitalize titles; commas in addresses; commas and quotation marks in dialogue) (L 3.2)
- Determine or clarify the meaning of unknown and multiple-meaning words (use context; use known affix added to known words; use known root words to find the meaning of unknown words with the same root; use glossaries and beginning dictionaries) (L 3.4)

Lower Priority Standards:

- Describe characters in stories (including how actions contribute to the events) (RL 3.3)
- Determine the meaning of words and use the words (distinguishing literal from nonliteral language; general academic and domain specific words; identify real-life connections between words and their use; distinguish shades of meaning; words that signal spatial and temporal relationships) (RL 3.4, RI 3.4, L 3.5, L 3.6)
- Use text features and story elements to write or speak about a text (parts of story, drama, poems; use terms such as chapter, scene, stanza; describe how each successive part builds on earlier sections; locate relevant information efficiently by using key-words, sidebars, hyperlinks, etc.) (RL 3.5, RI 3.5)
- Distinguish their own point of view from that of the narrator/character/author of a text. (RL 3.6, RI 3.6)
- Use illustrations (explain how specific aspects of a text's contribute to what is conveyed by the words; to gain understanding of text) (RL 3.7, RI 3.7)
- Compare and contrast text (themes, setting, plots by the same author about similar characters; important points and key details presented in two texts on the same topic) (RL 3.9, RI 3.9)
- Describe the relationship between a series of historical events, scientific ideas or concepts (RI 3.3) Describe logical connection between particular sentences and paragraphs in a text (RI 3.8)
- Know and apply grade-level phonics and word analysis skills in decoding words (common Latin suffixes) (RF 3.3)
- With guidance and support from adults and peers strengthen writing (produce pieces that are organized and purposeful to the task; plan, revise, and edit; use variety of digital tools to publish and collaborate with others) (W 3.4, W 3.5, W 3.6)
- Conduct short research projects that build knowledge about a topic (W 3.7)
- Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories (W 3.8)
- Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details (SL 3.5)
- Use knowledge of language and its conventions when writing, speaking, reading, or listening (choose words and phrases for effect; recognize and observe differences between the conventions of spoken and written English) (L 3.3)

IRVINE UNIFIED SCHOOL DISTRICT

Third Grade - Math

bit.ly/Gr3MathStandards

What Students Learn

The major focus areas for grade three include multiplication, division, and fractions. Grade three starts with a focus on the meaning of multiplication, understood using the area of rectangles. Students learn how to use different strategies to multiply, and develop fluency with single-digit multiplication throughout the year. Students connect the concept of area to multiplication and repeated addition. Students focus on division of whole numbers within 100. They apply their understanding of multiplication to the inverse operation of division.

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Topics and Pacing	All Third Grade Students Will Demonstrate Proficiency In These Essential Standards
0. Introduction (2 weeks)	**Essential (High Priority) Standards:** • Conceptually understand multiplication & division (OA1-2,9) • Multiply & divide facts within 100, in word problems, with unknowns & with multiples of 10 (OA3-7, NBT3) • Solve 2-step word problems with all operations and variables (OA8) • Understand fractions (denominators of 2,3,4,6,8) & equivalent fractions using visuals (NF1-3, G2) • Find the area of rectangles (MD5-7)
1. Multiplication and Area (7weeks)	
2. Division of Whole Numbers (6 weeks)	
3. Whole Number Applications (4 weeks)	**Third Grade Students Will Work Toward Proficiency In These Supporting Standards**
4. Fractions (5 weeks)	**Regular Priority Standards:** • Round to the nearest 10 and 100 (NBT1) • Add & subtract within 1000, within perimeter (NBT2, D8) • Tell time to the minute and solve problems using intervals of time (MD1) • Represent data on bar graphs and line plots (MD4) • Classify quadrilaterals and calculating perimeter (G1, MD8)
5. Telling Time and Intervals of Time (3 weeks)	

SBAC Exposure **(1 week)**	**<u>Lower Priority Standards:</u>** ● Measure and estimate mass & liquid volume (MD2) ● Create pictographs and bar graph with scales (MD3)
6. Quadrilaterals and Perimeter **(4 weeks)**	
7. Representing Data with Graphics **(2 weeks)**	
8. Mass and Volume **(2 weeks)**	

IRVINE UNIFIED SCHOOL DISTRICT

Third Grade - Science

bit.ly/Gr3ScienceStandards

What Students Learn
Students in grade three investigate **Playground Forces**. Students investigate the effects of forces on the motion of playground objects like balls and swings. They use pictorial models to describe multiple forces on objects and predict how they will move as those forces change. They ask questions about how electric and magnetic forces can act without touching and then use them to solve a problem in a design challenge. Students then explore **Lifecycles For Survival**. They observe life cycles as well as animals living in groups and then describe how these traits help organisms meet their needs. Students measure different traits to document the differences between offspring, their parents, and other members of their population. Some of these variations make organisms more likely to survive. Next, students study **Survival in Different Environments**. Students develop a model of the relationship between traits, environment, and survival. Students collect evidence that organisms live in environments that best meet their needs and that changes in the environment can affect the traits and survival of organisms. Finally, students analyze **Weather Impacts**. Students record patterns in weather over the school year and then analyze their data. They learn about weather patterns around the world and design solutions to reduce the impacts of weather hazards.

Topics and Pacing	All Third Grade Students Will Demonstrate Proficiency In These Essential Standards
Playground Forces ***(The Ultimate Playground)*** **(8 weeks)**	**Essential (High Priority) Standards:** ● Conducting investigations that demonstrate the effects of balanced and unbalanced forces on the motion of an object. (3-PS2-1) ○ Students observe and give evidence that a pattern can be used to predict future motion. (3-PS2-2) ○ Students ask questions to determine the cause and effect relationships of electric and magnetic interactions. (3-PS2-3) ○ Students define a design problem that can be solved by applying ideas about magnets. (3-PS2-4)
Lifecycles for Survival ***(Welcome to the Biodome)*** **(8 weeks)**	**Essential (High Priority) Standards:** ● Modeling that organisms have unique and diverse life cycles. (3-LS1-1) ○ Students analyze data to provide evidence that plants and animals inherit traits from their parents. (3-LS3-1) ○ Students construct explanations for how variations in species provide some individuals advantages in surviving, finding mates, and reproducing. (3-LS4-2) ○ Students construct arguments that some animals form groups that help members survive. (3-LS2-1)

Survival in Different Environments ***(How to Survive an Ice Age)*** **(8 weeks)**	**Essential (High Priority) Standards:** ● Using evidence to support the claim that traits can be influenced by the environment. (3-LS3-2) ● Constructing arguments that in a particular habitat some organisms survive well, some survive less well, and some cannot survive at all. (4-LS4-3) ○ Students analyze data from fossils to provide evidence of organisms and the environments in which they lived long ago. (3-LS4-1)
Weather Impacts ***(Weather Warming HQ)*** **(8 weeks)**	**Essential (High Priority) Standards:** ● Creating graphical data displays to describe the typical weather conditions in each season. (3-ESS2-1) ● Making a claim about the merit of a design solution that reduces the impact of weather-related hazards. (3-ESS3-1)

Guiding Crosscutting Concept: Using patterns of evidence to describe specific cause and effect relationships.

Key: Crosscutting Concept (CCC) Disciplinary Core Idea (DCI) Science & Engineering Practice (SEP)

IRVINE UNIFIED SCHOOL DISTRICT

Third Grade - History-Social Science

bit.ly/Gr3HSSStandards

What Students Learn
The study of Continuity and Change will require third graders to explore their local community and learn how the people's activities of the past left their mark on the land. Students analyze why and how people settled areas within California. Students will learn about the local region, how the lives of American Indians contributed to the region, including how natural resources are used and how the use of the resources have changed the environment and that some things change and some things remain the same. Learning the structure of government, developing citizenship, and learning how famous national and local Americans took risks to secure freedoms will be elements of the year. The third graders will continue developing cost-benefit skills and learn to identify important local community issues.

Third Grade High Priority Historical and Social Sciences Analysis Skills Progressions

The intellectual skills noted below were prioritized from the full list of K-5 HSS Analysis Skills. They are to be learned through, and assessed only in conjunction with, the content standards for third grade. In addition to knowing the HSS Content standards, students demonstrate the intellectual reasoning, reflection, and research skills with special focus on those **high priority skills progressions** in boldface below:

- Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations. **[CST.3.4: Students read a legend and scale on a map and determine what globes can show us (sphere, tilt, axis, equator, prime meridian).]**
- Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. **[CST.3.5: Students identify the advantages and disadvantages of places and locations because of their geographical features.]**
- Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. **[REPV.3.2: Students ask questions about historical events using primary source documents.]**
- Students identify and interpret the multiple causes and effects of historical events. **[HI.3.3: Students understand that there can be multiple causes and effects of historical events.]**

Topics and Pacing	All Third Grade Students Will Demonstrate Proficiency In These Essential Standards
3.1 Geography of the Local Region (5 Weeks)	**Essential (High Priority) Standards:** ● Identify geographical features of the local region.(3.1.1) ● Discuss how geography and climate influenced ways in which local Indian nations adapted to their natural environment.(3.2.2) ● Research the explorers, newcomers, and people who continue to come here to the local region.(3.3.1) ● Know why their community established and how it has changed, using primary and secondary sources.(3.3.3) ● Explain the reasons for rules, laws, and the U.S. Constitution.(3.4.1) ● Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.(3.4.2) ● Discuss the relationship of students' "work" in school and their personal human capital.(3.5.4)
3.2 American Indians of the Local Region (6 Weeks)	

3.3 Development of the Local Community: Change Over Time (8 Weeks) **3.4 Rules, Laws, and the U.S. Government (8 Weeks)** **3.5 Economics of the Local Region: Choices, Costs, and Human Capital (5 Weeks)**	**Third Grade Students Will Work Toward Proficiency In These Supporting Standards** **<u>Regular Priority Standards:</u>** ● Trace how people have used local resources and modified the environment.(3.1.2) ● Describe the economies established by settlers and their influence on the present-day economy.(3.3.2) ● Know the history of important local and national landmarks, symbols, and essential documents.(3.4.3) ● Understand the three branches of government, especially local government.(3.4.4) ● Understand economic choices, its trade-offs, and benefits and costs.(3.5.3) **<u>Lower Priority Standards:</u>** ● Describe national identities, religious beliefs, customs, and folklore traditions.(3.2.1) ● Describe the economy and systems of tribal government.(3.2.3) ● Discuss the interaction of new settlers with the Indians of the region.(3.2.4) ● Describe ways California, other states, and American Indian tribes contributed to the making of our nation and participate in the federal government. (3.4.5) ● Describe the lives of American heroes who took risks to secure our freedoms.(3.4.6) ● Describe how local producers used resources to produce goods and services, past and present.(3.5.1) ● Understand that goods are made locally, in the United States, and other countries.(3.5.2)

IRVINE UNIFIED SCHOOL DISTRICT

Third Grade - Social Emotional Learning Essential Standards

bit.ly/IUSDSELstandards

What Students Learn

The major focus areas for third grade students are to develop their self-awareness and self-management skills to identify emotions in themselves and others, and apply strategies to manage their emotions. Building on these skills they learn how to develop a growth mindset and apply strategies to effectively plan and reach goals. Students will also develop social awareness and relationship skills by using kindness to make and maintain friendships. Students will apply their emotion management, communication, and empathy skills to make responsible decisions as they solve interpersonal problems and demonstrate strategies for effectively dealing with interpersonal conflict.

All Third Grade Students Will Develop Competencies In These Essential Standards

1.1 Self-Awareness & Self-Management:

- Identify & manage one's emotions and behaviors
    - Recognize and accurately label emotions and how they are linked to behavior
    - Identify and begin to use strategies to regulate emotions and manage behaviors

1.3 Self-Awareness & Self-Management:

- Demonstrate perseverance in order to achieve personal and academic goals
    - Identify goals for classroom behavior and academic success
    - Explain how practice improves performance of a skill and can help in overcoming a challenge or setback

2.1 Social Awareness & Relationship Skills:

- Recognize, identify and empathize with the feelings and perspectives of others
    - Recognize that others may experience situations differently from oneself
    - Use active listening skills to identify the feelings and perspectives of others

2.3 Social Awareness & Relationship Skills:

- Use communication and social skills to develop and maintain healthy relationships with others
    - Identify and engage in positive communication skills to work and play well with others
    - Identify and demonstrate appropriate social skills needed to work and play well with others

2.4 Social Awareness & Relationship Skills:

- Demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in restorative ways
    - Identify common conflicts and describe possible causes
    - Recognize that there are various ways to solve conflicts and utilize these techniques to practice solving problems

3.2 Responsible Decision Making:

- Evaluate the impact and outcomes of various actions for personal, social, and collective well-being
    - Identify how certain actions can impact oneself and others

IRVINE UNIFIED SCHOOL DISTRICT

Third Grade - Physical Education

bit.ly/Gr3PEStandards

The IUSD physical education instructional program has been designed around the state of California's five overarching content standards for all students from kindergarten through eighth grade:

1. Demonstrate motor skills and movement patterns needed to perform a variety of physical activities.
2. Demonstrate knowledge of movement concepts, principles, and strategies as they apply to learning and performance of physical activities.
3. Assess and maintain a level of physical fitness to improve health and performance.
4. Demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
5. Demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies as applied to learning and performance of physical activity.

Third Grade Theme and Emphasis: Continuity and Change in Movement

- ✔ Students' motor ability increases as they gain greater control.
- ✔ They begin to develop a concept of the order of a sequence in movement and willingly experiment with and explore alternative movements.
- ✔ They learn a variety of rhythmic patterns and grade-appropriate dances.

All Third Grade Students Will Demonstrate Proficiency In These Essential Standards

Essential (High Priority) Standards:

- Perform locomotor and manipulative skills while changing direction and speed (run while avoiding another student, move to strike an object, and dribbling with hands & feet). (Third Grade 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15)
- Describe how changing speed and changing direction can affect an activity and allow one person to move away from another. (Third Grade 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)
- Participate three to four days each week, for increasing periods of time, in continuous moderate to vigorous physical activities that require sustained movement of the large- muscle groups to increase breathing and heart rate. (Third Grade 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8)
- List and define the components of physical fitness (upper/lower body strength, core strength, cardio endurance, flexibility, and body composition). (Third Grade 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 4.10, 4.11, 4.12, 4.13, 4.14, 4.15, 4.16)
- Work in pairs or small groups to achieve an agreed-upon goal. (Third Grade 5.1, 5.2, 5.3, 5.4, 5.5, 5.6)

IRVINE UNIFIED SCHOOL DISTRICT

Third Grade - Visual and Performing Arts

https://www.cde.ca.gov/ci/vp/cf/

What Students Learn

The IUSD primary visual and performing arts program (grades PreKindergarten through Third Grade) is designed around the state of California's four overarching artistic processes as a means to develop artistic literacy:

- Creating: Students conceive and develop new musical and visual arts ideas and work.
- Performing (music) and Presenting (visual arts): Students realize musical and visual arts ideas and work through interpretation and presentation.
- Responding: Students understand and evaluate how music and visual arts convey meaning to themselves as an artist and to the viewer or audience throughout time.
- Connecting: Students relate musical and visual arts ideas and work with personal meaning and external context.

All Third Grade Students Will Demonstrate Proficiency In These Essential Standards

Music Essential (High Priority) Standards:

- Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas. (3.MU:Cr2b)
- When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation. (3.MU:Pr4.2b)
- Demonstrate performance decorum and audience etiquette appropriate for the context and venue. (3.MU:Pr6b)
- Demonstrate and describe how expressive qualities (such as dynamics, tempo, and timbre) are used in performers' personal interpretations to reflect creators' expressive intent. (3.MU:Re8)
- Identify and demonstrate connections between music and societal, cultural, and historical contexts. (3.MU:Cn11)

Visual Arts Essential (High Priority) Standards:

- Elaborate on an imaginative idea. (VA:Cr1.1.3a)
- Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. (VA:Cr1.2.3a)
- Create personally satisfying artwork using a variety of artistic processes and materials. (VA:Cr2.1.3a)
- Identify and explain how and where different cultures record and illustrate stories and history of life through art. (VA:Pr6.1.3a)
- Interpret art by analyzing use of media to create subject matter, characteristics of form, and mood. (VA:Re8.1.3a)
- Evaluate an artwork based on given criteria. (VA:Re9.1.3a)
- Recognize that responses to art change depending on knowledge of the time and place in which it was made. (VA:Cn11.1.3a)