

Carmel Unified School District

Third Grade California Content Standards outside of Common Core



Dear Parents,

This document describes the California Content Standards, outside of Common Core English language arts and math, that you can expect your child to learn at this grade level. These outcomes should be realized by the end of the school year.

Science Standards

Scientific Method: Investigation and Experimentation

Asking meaningful questions and conducting careful investigations is the basis for scientific progress. Students will demonstrate an understanding of the following concepts:

Physical Sciences

- Energy
- Light

Life Sciences

- Environments

Earth Sciences

- Solar System

History/Social Studies Standards

- Students describe physical and human geography, use maps, tables, graphs, photographs and charts to organize information about people, places and environments
- Students describe the American Indian nations in their local region long ago and in the recent past
- Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark
- Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government
- Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region

Visual and Performing Arts Standards

- Analyze, compare, contrast and explore design elements (shape, line, value, color, space, movement, texture and form) with emphasis on texture, space, and 3-D form
- Observe and discuss the principles of unity, rhythm, and emphasis in the environment and in fine art; apply these principles to their own compositions
- Create art that demonstrates increased understanding of depth through proportion (objects appear smaller as they go back in space)
- Compare and contrast elements used in representational and nonrepresentational artworks
- Identify, discuss and visit local artists, museums and galleries
- Demonstrate basic knowledge of technical processes used to create visual art
- Recognize the value of artists such as painters, sculptors, architects, fabric designers and illustrators

- Perform and identify dance elements of time (speed, rhythm), space (range of movement, level, direction, facing, focus), and energy (amount of energy, how energy is released)
- Isolate body parts (shoulder circles or knee circles)
- Combine a series of movements into a movement sequence that communicates a feeling and demonstrates and understanding of the elements of dance
- Dance in formal and informal productions
- Observe objects, animals and people; recreate their characteristics using movement and voice
- Create original works of theatre such as improvisations and dramatizations; perform works created by others
- Perform easy rhythmic, melodic, and choral patterns on instruments
- Participate in choral and/or instrumental group performances
- Sing or play, with increasing accuracy, a varied repertoire of music, alone and with others
- Learn vocabulary and terminology related to the arts
- Investigate the relationship of art, music, theatre, and dance to history and culture
- Apply appropriate criteria when evaluating their own work and the work of others
- Connect concepts about art, music, drama and dance to other subject areas and to lifelong learning

Physical Education Standards

- Students use cue discrimination during movement activities
- Students develop patterns and combinations of movements, using locomotor and nonlocomotor skills into repeatable sequences
- Students demonstrate the qualities of movement as they manipulate a variety of objects
- Students create a two-player game emphasizing locomotor and nonlocomotor patterns
- Students analyze movement performance using Newton's First Law in order to learn or improve a movement skill
- Students design a one-day flexibility plan, including a warm up
- Students describe the relationship between individual growth rates and gender, and the effect on movement performance
- Students develop a positive self-image through successful experiences
- Students create original movement patterns within their environment using space, time and flow to illustrate continuity and change
- Students support and encourage partners, both male and female, while involved in a movement-related experience
- Students explain how the physical activities in which they play have changed before and throughout their lives
- Students explain how their physical education program has changed during the last four years

Health Standards

- Students understand ways to enhance and maintain physical and emotional health and well-being
- Students understand ways to prevent disease and speed recovery from illness
- Students understand ways to reduce the risk of becoming involved in potentially dangerous situations and react to situations in ways that help protect one's health
- Students know how to play a positive, active role in promoting the physical and emotional health of their families
- Students know how to promote positive health practices within the school and community, including positive relationships with peers
- Students understand the variety of physical, mental, emotional, and social changes that occur throughout life
- Students understand and appreciate individual differences in growth and development
- Students know how to identify products, services and information that may be helpful or harmful to their health