

Grade 3 – Integrated Curriculum

Language Arts, Math, Science, Social Studies, The Arts, and World Languages

LANGUAGE ARTS

OAC 210:15-3-14

Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a wide variety of texts.

***Standard 1: Phonics/Decoding - The student will apply sound-symbol relationships to decode words.**

1. Phonetic Analysis - Apply knowledge of phonetic analysis to decode unknown words (e.g., common letter/sound relationships, consonants, blends, digraphs, vowels, and diphthongs).
2. Structural Analysis - Apply knowledge of structural analysis to decode unknown words (e.g., syllabication rules, affixes, root words, compound words, spelling patterns, contractions, final stable syllables).
3. Apply knowledge of sentence structures and semantics in conjunction with phonics and structural analysis to decode unknown words.

Standard 2: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.

1. Words in Context - Use context clues (the meaning of the text around the word) to determine the meaning of grade-level appropriate words.
2. Affixes - Use prefixes (for example: un-, pre-, bi-, mis-, dis-, en-, in-, im-, ir-), suffixes (for example: -er, -est, -ful, -ness, -ing, -ish, -less), and roots to determine the meaning of words.
3. Synonyms, Antonyms, and Homonyms/Homophones - Determine the meanings of words using knowledge of synonyms, antonyms, homonyms/homophones, and multiple meaning words.

4. Using Resource Materials - Use word reference materials (glossary, dictionary, thesaurus) to determine the meaning and pronunciation of unknown words.

***Standard 3: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.**

1. Read regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.
2. Read regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).
3. Engage in repeated readings of the same text to increase fluency.
4. Accurately and fluently read 300-400 high frequency and/or irregularly spelled words in meaningful texts.
5. Use punctuation cues (e.g., final punctuation, commas, quotation marks) in text with appropriate phrasing as a guide to understanding meaning.

Standard 4: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.

1. Literal Understanding
 - a. Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for third grade.
 - b. Use prereading strategies independently to preview, activate prior knowledge, predict content of text, and establish a purpose for reading.
 - c. Recall major points in a text and revise predictions about what is read.

d. Show understanding by asking questions and supporting answers with literal information from the text.

2. Inferences and Interpretation

a. Make inferences by connecting prior knowledge and experience with information from the text.

b. Interpret text, including lessons or morals depicted in fairytales, fables, etc., and draw conclusions from evidence presented in the text.

*c. Participate in creative response to text (e.g., art, drama, and oral presentations).

3. Summary and Generalization

a. Summarize by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction.

b. Make generalizations about a text (e.g., theme of a story or main idea of an informational text).

c. Produce summaries of fiction and nonfiction text, highlighting major points.

4. Analysis and Evaluation

a. Analyze characters including their traits, relationships, feelings, and changes in text.

b. Distinguish between fact and opinion in nonfiction text.

c. Analyze the causes, motivations, sequences, and results of events from a text.

*5. Monitoring and Correction Strategies

a. Monitor own reading and modify strategies as needed (e.g., recognize when he or she is confused by a section of text, questions whether the text makes sense).

b. Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.

c. Clarify meaning by rereading, questioning, and modifying predictions.

Standard 5: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.

- *1. Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature.
 - a. Recognize characteristics of literary genres and forms (e.g., contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, and traditional stories such as fairy tales and fables).
 - b. Read, understand, and discuss a variety of genres.
2. Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work.
 - a. Compare and contrast plots, settings, or characters presented by different authors and the same author of multiple texts.
 - b. Recognize themes that occur across literary works.

Example: Read *Yoko* by Rosemary Wells and *You Are Special* by Max Lucado. Discuss the theme of "everyone is unique" that occurs in both stories.
3. Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work.

Example: Identify and discuss how certain words and rhythmic patterns can be used in a selection to imitate sounds (e.g., rhythm, rhyme, alliteration).

Standard 6: Research and Information - The student will conduct research and organize information.

1. Accessing Information - The student will select the best source for a given purpose.
 - a. Alphabetize to the third letter.
 - b. Use guide words to locate words in dictionaries and topics in encyclopedias.
 - c. Access information from charts, maps, graph, schedules, directions, and diagrams.

- d. Use the title page, table of contents, glossary, chapter headings, and index to locate information.
- e. Use text formats as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).

*2. Interpreting Information - The student will analyze and evaluate information from a variety of sources.

- a. Begin the research process by selecting a topic, formulating questions, and identifying key words.
- b. Locate, organize, and synthesize information from a variety of print and nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).
- c. Compile information into summaries of information.
- d. Use test-taking strategies by answering different levels of questions, such as open-ended, literal, and interpretive, as well as multiple choice, true/false, and short answer.

Writing/Grammar/Usage and Mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.

***Standard 1: Writing Process. The student will use the writing process to write coherently.**

- 1. Use a variety of prewriting activities such as brainstorming, clustering, illustrating, using graphic organizers, and webbing.
- 2. Understand and demonstrate familiarity with the writing process and format of main idea.
- 3. Compose coherent first drafts with clear focus of beginning, middle, and ending.
- 4. Revise drafts, changing or adding details and vivid, descriptive words.
- 5. Proofread/edit writing, using standard editing marks, with peers or teacher.
- 6. Publish and present writing to peers or adults.

***Standard 2: Modes and Forms of Writing. Communicate through a variety of written forms (modes), for various purposes, and to a specific audience or person.**

1. Communicate through a variety of written modes for various audiences and purposes to inform, entertain, describe, persuade, and to reflect.
2. Write simple narrative, descriptive, persuasive, and creative paragraphs.
3. Write descriptive and creative stories and poems about people, places, things, or experiences that:
 - a. develop a main idea.
 - b. use details to support the main idea.
 - c. have a clear beginning, middle, and ending.
4. Write informational pieces using one reference source and citing the title and author of the source.
5. Write personal, and formal letters, thank-you notes, and invitations including the date, greeting, body, closing, and signature.
6. Write various modes of simple poems.
7. Write narratives that:
 - a. provide a context within which an action occurs.
 - b. include details that develop the plot.
 - c. provide a clear beginning, middle, and end that includes details that develop around a central idea.
8. Use descriptive language such as action verbs, vivid adjectives, and adverbs to make writing interesting.

***Standard 3: Grammar/Usage and Mechanics. The student will demonstrate appropriate practices in writing by applying standard English conventions to the revising and editing stages of writing.**

1. Grammar/Usage: Students are expected to recognize and correctly use nouns, pronouns, verbs,

- adjectives, adverbs, conjunctions, and contractions in their writing.
- a. Singular, plural, and possessive forms of nouns
 - b. Common and proper nouns
 - c. Subjective (Nominative), objective, and possessive pronouns
 - d. Present, past, and future tense verbs
 - e. Regular, irregular, and helping (auxiliary) verbs
 - f. Past participle of verbs
 - g. Subject-verb agreement
 - h. Positive, comparative, and superlative adjectives
 - i. Time, place, and manner adverbs
 - j. Coordinating conjunctions
2. Mechanics: Students are expected to demonstrate appropriate language mechanics in writing.
- a. Correctly capitalize geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.
 - b. Correctly indent at the beginning of each paragraph.
 - c. Observe left and right hand margins.
3. Punctuation: Students are expected to demonstrate appropriate punctuation in writing.
- a. Periods in abbreviations and sentence endings (terminal punctuation)
 - b. Question and exclamation marks
 - c. Commas in dates, addresses, locations, quotes, introductory words, words in a series, greetings, and closings in a letter
 - d. Apostrophes in contractions and possessives

- e. Colon in notation of time, formal letter writing, and the introduction of words or concepts in a series, (e.g., bring the following supplies: glue, paper, scissors, etc.)
 - f. Quotation marks around direct quotations, the titles of individual poems, and short stories.
4. Sentence Structure: The student will demonstrate appropriate sentence structure in writing.
- a. Correctly write the four basic kinds of sentences (declarative, exclamatory, imperative, and interrogative) with terminal punctuation.
 - b. Begin to use simple, compound, and complex sentences appropriately in writing.
5. Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing.
- a. Demonstrate recall of spelling patterns (e.g., grapheme or blend), consonant doubling (e.g., bat + ed = batted), changing the ending of a word from –y to –ies when forming the plural (e.g., carry = carries), and common homophones (e.g., hair/hare).
 - b. Spell phonetically regular multisyllabic words, contractions, and compounds.
 - c. Increase the number of high frequency words spelled correctly.
 - d. Spell words ending in –tion and –sion correctly.
 - e. Use various sources of materials to check and correct spelling.
6. Handwriting: Students are expected to demonstrate appropriate handwriting in the writing process.
- a. use handwriting/penmanship to copy and/or compose text using correct formation of letters.
 - b. use correct spacing of letters and words in manuscript and cursive writing.

Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.

***Standard 1: Listening: The student will listen for information and for pleasure.**

- 1. Listen critically for information and incorporate the information into other activities.

2. Listen actively for pleasure and respond appropriately.

***Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.**

1. Speak articulately and audibly using appropriate grammar, enunciation, and volume.
2. Make brief narrative (story) presentations that:
 - a. provide a context for an event that is the subject of the presentation.
 - b. provide insight into why the selected event should be of interest to the audience.
 - c. include well-chosen details to develop characters, setting, and plot.
3. Plan and present dramatic interpretations of experiences, stories, poems, or plays.
4. Organize ideas chronologically (in the order they happened) or around major points of information.
5. Use clear and specific vocabulary to communicate ideas and establish the tone of the message.
6. Provide a clear beginning, middle, and end when making oral presentations and include details that develop a central idea.

***Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.**

1. Show respect and consideration for others in verbal and physical communication.
2. Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.

Visual Literacy: The student will interpret, evaluate, and compose visual messages.

***Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning.**

1. Distinguish fact, opinion, and fiction in print and nonprint media in literature and advertising.

2. Interpret and describe important events and ideas gathered from maps, charts and graphics.

***Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as they compare with print messages.**

1. Make connections between illustrations and print.
2. Interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.
3. Listen to, view, or read stories which tell of characters in American and other cultures.

***Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea.**

Example: Create visual messages to communicate ideas (e.g., developing a product advertisement, creating cartoons to share information, or designing book posters).

Blueprints for each Criterion-Referenced Test reflect the degree of representation given on the test to each *PASS* standard and objective. To access the current blueprint (when available) go to the State Department of Education Web site at <<http://sde.state.ok.us>>, click on site index, then click “s” to go to student assessment, then click on “Student Tests & Materials” then scroll down to “alignment blueprints.”

MATHEMATICS

OAC 210:15-3-40.2

PROCESS STANDARDS Grades 1-5

The National Council of Teachers of Mathematics (NCTM) has identified five process standards: Problem Solving, Communication, Reasoning and Proof, Connections, and Representation. Using these processes students are actively involved in deepening mathematical understandings which lead to increasingly sophisticated abilities required to meet mathematical challenges. Following is an outline of the five process standards and associated objectives.

NOTE: When examples are given there is a progression in levels of difficulty from basic to more complex skills.

Process Standard 1: Problem Solving

1. Use problem-solving approaches (e.g., act out situations, represent problems with drawings and lists, use concrete, pictorial, graphical, oral, written, and/or algebraic models, understand a problem, devise a plan, carry out the plan, look back).
2. Formulate problems from everyday and mathematical situations (e.g., how many forks are needed?, how many students are absent?, how can we share/divide these cookies?, how many different ways can we find to compare these fractions?).
3. Develop, test, and apply strategies to solve a variety of routine and non-routine problems (e.g., look for patterns, make a table, make a problem simpler, process of elimination, trial and error).
4. Verify and interpret results with respect to the original problem (e.g., students explain verbally why an answer makes sense, explain in a written format why an answer makes sense, verify the validity of each step taken to obtain a final result).
5. Distinguish between necessary and irrelevant information in solving problems (e.g., play games and discuss “best” clues, write riddles with sufficient information, identify unnecessary information in written story problems).

Process Standard 2: Communication

1. Express mathematical ideas coherently and clearly to peers, teachers, and others (e.g., with verbal ideas, models or manipulatives, pictures, or symbols).
2. Extend mathematical knowledge by considering the thinking and strategies of others (e.g., agree or disagree, rephrase another student’s explanation, analyze another student’s explanation).
3. Relate manipulatives, pictures, diagrams, and symbols to mathematical ideas.

4. Represent, discuss, write, and read mathematical ideas and concepts. Start by relating everyday language to mathematical language and symbols and progress toward the use of appropriate terminology (e.g., “add more” becomes “plus”, “repeated addition” becomes “multiplication”, “fair share” becomes “divide”, “balance the equation” becomes “solve the equation”).

Process Standard 3: Reasoning

1. Explain mathematical situations using patterns and relationships (e.g., identify patterns in situations, represent patterns in a variety of ways, extend patterns to connect with more general cases).
2. Demonstrate thinking processes using a variety of age-appropriate materials and reasoning processes (e.g., manipulatives, models, known facts, properties and relationships, inductive [specific to general], deductive [general to specific], spatial, proportional, logical reasoning [“and” “or” “not”] and recursive reasoning).
3. Make predictions and draw conclusions about mathematical ideas and concepts. Predictions become conjectures and conclusions become more logical as students mature mathematically.

Process Standard 4: Connections

1. Relate various concrete and pictorial models of concepts and procedures to one another (e.g., use two colors of cubes to represent addition facts for the number 5, relate patterns on a hundreds chart to multiples, use base-10 blocks to represent decimals).
2. Link concepts to procedures and eventually to symbolic notation (e.g., represent actions like snap, clap, clap with symbols A B B, demonstrate $\frac{3}{4}$ with a geometric array, divide a candy bar into 3 equal pieces that represent one piece as $\frac{1}{3}$).

3. Recognize relationships among different topics within mathematics (e.g., the length of an object can be represented by a number, multiplication facts can be modeled with geometric arrays, can be written as .5 and 50%).
4. Use mathematical strategies to solve problems that relate to other curriculum areas and the real world (e.g., use a timeline to sequence events, use symmetry in art work, explore fractions in quilt designs and to describe pizza slices).

Process Standard 5: Representation

1. Create and use a variety of representations appropriately and with flexibility to organize, record, and communicate mathematical ideas (e.g., dramatizations, manipulatives, drawings, diagrams, tables, graphs, symbolic representations).
2. Use representations to model and interpret physical, social, and mathematical situations (e.g., counters, pictures, tally marks, number sentences, geometric models; translate between diagrams, tables, charts, graphs).

MATHEMATICS CONTENT STANDARDS - Grade 3

OAC 210:15-3-43

Grade 3 The following concepts and skills should be mastered by all students upon completion of third grade. The **Major Concepts** should be taught in depth using a variety of methods, applications, and connections to other concepts when possible so that all students have accessibility to and an understanding of these concepts.

MAJOR CONCEPTS

- **Develop an understanding of multiplication and division and acquire strategies for basic multiplication facts and related division facts (fact families).**
- **Develop an understanding of fractional parts and fraction equivalence.**
- **Describe and analyze various properties of two-dimensional shapes.**

Third Grade Suggested Materials Kit: snap cubes, pattern blocks, 1-inch color tiles, centimeter grid paper, hundreds charts, children's books, links, rods, counters, beans, base-10 blocks, dominoes, calculators, geoboards, tangrams, attribute blocks, mirrors, flexible straws, egg cartons, containers, balance scales, rulers, tape measures, cups, spoons, coins, clocks, place value mats, graph mats

Standard 1: Algebraic Reasoning: Patterns and Relationships - The student will use a variety of problem-solving approaches to extend and create patterns.

1. Describe (orally or in written form), create, extend and predict patterns in a variety of situations (e.g., 3, 6, 9, 12 . . . , use a function machine to generate input and output values for a table, show multiplication patterns on a hundreds chart, determine a rule and generate additional pairs with

the same relationship).

2. Find unknowns in simple arithmetic problems by solving open sentences (equations) and other problems involving addition, subtraction, and multiplication.
3. Recognize and apply the commutative and identity properties of multiplication using models and manipulative to develop computational skills (e.g., $3 \cdot 5 = 5 \cdot 3$, $7 \cdot 1 = 7$).

Standard 2: Number Sense and Operation – The student will use numbers and number relationships to acquire basic facts. The student will estimate and compute with whole numbers.

1. Number Sense

a. Place Value

- i. Model the concept of place value through 4 digits (e.g., base-10 blocks, bundles of 10s, place value mats).
- ii. Read and write whole numbers up to 4 digits (e.g., expanded form, standard form).

b. Whole Numbers and Fractions

- i. Compare and order whole numbers up to 4 digits.
- ii. Create and compare physical and pictorial models of equivalent and nonequivalent fractions including halves, thirds, fourths, eighths, tenths, twelfths, and common percents (25%, 50%, 75%, 100%) (e.g., fraction circles, pictures, egg cartons, fraction strips, number lines).

2. Number Operations

- a. Estimate and find the sum or difference (with and without regrouping) of 3- and 4-digit numbers using a variety of strategies to solve application problems.
- b. Multiplication Concepts and Fact Families
 - i. Use physical models and a variety of multiplication algorithms to find the product of multiplication problems with one-digit multipliers.

- ii. Demonstrate fluency (memorize and apply) with basic multiplication facts up to 10×10 and the associated division facts (e.g., $5 \times 6 = 30$ and $30 \div 6 = 5$).
- iii. Estimate the product of 2-digit by 2-digit numbers by rounding to the nearest multiple of 10 to solve application problems.

Standard 3: Geometry - The student will use geometric properties and relationships to recognize and describe shapes.

1. Identify and compare attributes of two- and three- dimensional shapes and develop vocabulary to describe the attributes (e.g., count the edges and faces of a cube, the radius is half of a circle, lines of symmetry).
2. Analyze the effects of combining and subdividing two- and three-dimensional figures (e.g., folding paper, tiling, nets, and rearranging pieces of solids).
3. Make and use coordinate systems to specify locations and shapes on a grid with ordered pairs and to describe paths from one point to another point on a grid.

Standard 4: Measurement - The student will use appropriate units of measure to solve problems.

1. Measurement

- a. Choose an appropriate measurement instrument and measure the length of objects to the nearest inch or half-inch and the weight of objects to the nearest pound or ounce.
- *b. Choose an appropriate measurement instrument and measure the length of objects to the nearest meter or centimeter and the weight of objects to the nearest gram or kilogram.
- c. Develop and use the concept of perimeter of different shapes to solve problems.
- *d. Develop and use strategies to choose an appropriate unit and measurement instrument to estimate measurements (e.g., use parts of the body as benchmarks for measuring length).

2. Time and Temperature

- a. Solve simple addition problems with time (e.g., 15 minutes added to 1:10 p.m.).

- b. Tell time on a digital and analog clock to the nearest 5 minute.
 - c. Read a thermometer and solve for temperature change.
3. Money: Determine the correct amount of change when a purchase is made with a five dollar bill.

Standard 5: Data Analysis - The student will demonstrate an understanding of collection, display, and interpretation of data and probability.

1. Data Analysis

- *a. Pose questions, collect, record, and interpret data to help answer questions (e.g., which was the most popular booth at our carnival?).
- b. Read graphs and charts, identify the main idea, draw conclusions, and make predictions based on the data (e.g., predict how many children will bring their lunch based on a menu).
- c. Construct bar graphs, frequency tables, line graphs (plots), and pictographs with labels and a title from a set of data.

2. Probability: Describe the probability (more, less, or equally likely) of chance events.

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Note: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP).

SCIENCE

OAC 210:15-3-73

Standards for Inquiry, Physical, Life, and Earth/Space Science

The *Priority Academic Student Skills (PASS)* should be taught by investigating broad concepts, and principles of major themes in Physical, Life, and Earth/Space Sciences.

SCIENCE PROCESSES AND INQUIRY

Process Standard 1: Observe and Measure - Observing is the first action taken by the learner to acquire new information about an object, organism, or event. Opportunities for observation are developed through the use of a variety of scientific tools. Measurement allows observations to be quantified. The student will accomplish these objectives to meet this process standard.

1. Observe and measure objects, organisms, and/or events using developmentally appropriate International System of Units (SI) (i.e., meters, centimeters, grams, and degrees Celsius).
2. Compare and contrast similar and/or different characteristics in a given set of simple objects, familiar organisms, and/or observable events.

Process Standard 2: Classify - Classifying establishes order. Objects, organisms, and events are classified based on similarities, differences, and interrelationships. The student will accomplish these objectives to meet this process standard.

1. Classify a set of simple objects, familiar organisms, and/or observable events by observable properties (e.g., graphic organizers t-charts, tables, and Venn diagrams).
2. Arrange simple objects, familiar organisms, and/or observable events in a serial order (e.g., least to greatest, order of steps, and smallest to largest).

Process Standard 3: Experiment and Inquiry - Experimenting is a method of discovering information. It requires making observations and measurements to test ideas. Inquiry can be defined as the skills necessary to carry out the process of scientific or systemic thinking. In order for inquiry to occur, students must have the opportunity to ask a question, formulate a procedure, and observe phenomena. The student will accomplish these objectives to meet this process standard.

*1. Ask a question about objects, organisms, or events in the environment.

*2. Plan and conduct a simple investigation.

*3. Employ simple equipment and tools such as magnifiers, thermometers, and rulers to gather data.

4. Recognize potential hazards and practice safety procedures in all science activities.

Process Standard 4: Interpret and Communicate - Interpreting is the process of recognizing patterns in collected data by making inferences, predictions, or conclusions. Communicating is the process of describing, recording, and reporting experimental procedures and results to others. Communication may be oral, written, or mathematical and includes organizing ideas, using appropriate vocabulary, graphs, other visual representations, and mathematical equations. The student will accomplish these objectives to meet this process standard.

1. Interpret tables, pictorial, and/or simple bar graphs.

2. Recognize and describe patterns, then make predictions based on patterns.

*3. Communicate the results of a simple investigation using drawings, tables, graphs, and/or written and oral language.

PHYSICAL SCIENCE

Standard 1: Properties of Objects and Materials - Describe characteristics of objects based on physical properties such as size, shape, color, or texture. Vibration of materials causes

sound. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Objects can be described in terms of the materials of which they are made. Mixtures and solutions can be separated (i.e., sand and marbles, salt and water).
2. Sound is produced by vibrations (i.e., pitch and loudness).
3. Sound travels through air, water, and/or solids.

LIFE SCIENCE

Standard 2: Characteristics and Basic Needs of Organisms and Environments - All living things have structures that enable them to function in unique and specific ways to obtain food, reproduce, and survive. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Plants and animals have features (i.e., breathing structures, limbs, skin covering, seed dispersal, roots, stems, and leaves) that help them live in different environments such as air, water, or land.
2. Each plant or animal has different structures that serve different functions in growth and survival (i.e., the way it moves, type of food it needs, and where it lives).
3. All animals depend on plants. Some animals eat plants for food. Other animals eat animals that eat the plants.
 - a. The primary source of energy in a food chain is the sun.
 - b. Animals can be classified by the type of food they eat.

EARTH/SPACE SCIENCE

Standard 3: Properties of Earth Materials - Earth materials consist of rocks, soils, water, and air. The student will engage in investigations that integrate the process standards and lead to the discovery of the following objectives:

1. Rocks and minerals have similarities and differences (i.e., size of particles, color pattern, and layering).
2. Soils have properties of color and texture, capacity to retain water, and ability to support the growth on many kinds of plants and animals, including those in our food supply.
3. Earth exerts a force called gravity which attracts objects, pulling them toward its center.

** Approved by the Oklahoma State Board of Education on Thursday, March 24, 2011. Final approval pending by Oklahoma Governor and Legislature.

SOCIAL STUDIES

OAC 210:15-3-93

The primary focus for first grade social studies deals with features of neighborhoods and communities as they relate to the social studies core curriculum disciplines of history, geography, civics, economics, and government. Familiarity with rather than mastery of these subjects is expected at this level. Many of these topics can be integrated into the study of other core curriculum areas and can be discussed in the context of children's literature.

Standard 1. The student will develop and practice the process skills of social studies,

1. Use information located in resources such as encyclopedias, timelines, visual images, atlases, maps, globes, and computer-based technologies.
2. Use children's literature to compare and contrast one's own neighborhood/ community to others.

Standard 2: The student will examine neighborhoods/communities from a spatial perspective.

1. Name, identify pictorial examples, and describe distinguishing features of the two basic areas in which people live: cities (urban) and the country (rural).
2. Place objects (e.g., on a map, on the wall, or in the classroom) and describe their locations using near/far, up/down, left/right, above/below and in front of/behind.
3. Construct individually and with other students maps with the cardinal directions (north = N, south = S, east = E, west = W) indicated, and identify locations on the map (e.g., school, playground, and classroom).
4. Locate the local neighborhood, community, the United States, bodies of water, and land masses (e.g., the four oceans and seven continents) using maps and globes.

5. Describe events and tell whether they belong in the past, present or future (e.g., place representations of events such as pictures, words, or phrases on a simple past, present, future timeline).

Standard 3: The student will analyze the human characteristics of communities.


1. Identify how choices in behavior and action are related to consequences and have an impact upon the student himself/herself and others.
2. Recognize and learn about patriotic traditions and activities (e.g., the reciting of the Pledge of Allegiance and the singing of the “Star-Spangled Banner”).
3. Identify traditionally patriotic symbols associated with the United States (e.g., the flag, the bald eagle, and monuments).
4. Identify and write the names of the school, town/city, state, and nation.
5. Identify the events and people associated with commemorative holidays, such as Flag Day, Independence Day, Labor Day, Veterans Day, and Thanksgiving.

Standard 4: The student will examine the interaction of the environment and the people of a community.

1. Identify the three basic needs of all people: food, clothing, shelter.
2. Recognize that people in different parts of the world eat different foods, dress differently, speak different languages, and live in different kinds of “houses” (e.g., read and discuss children’s literature that has characters and settings in other countries).
3. Describe the impact of physical changes, such as seasons, on people in the neighborhood /community (e.g., how seasons affect what people eat and wear).

Standard 5: The student will understand basic economic elements found in communities.

1. Describe how people get their basic needs of food, clothing, and shelter (e.g., make/grow their own, trade with others for what they need, and earn money to buy the things they need).
2. Identify ways people in the neighborhood / community earn money (e.g., match pictures or simple descriptions of work people do with the names of the jobs).

NOTE: Asterisks (*) have been used to identify standards and objectives that must be assessed by the local school district. All other skills may be assessed by the Oklahoma School Testing Program (OSTP). Book icons  identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

THE ARTS

OAC 210:15-3-117

VISUAL ART

Standard 1: Language of Visual Art - The student will identify visual art terms (e.g., collage, design, original, portrait, paint, subject).

1. Use appropriate art vocabulary.
2. Name, describe, and understand the elements of art: line, color, form, shape, texture, value and space.
3. Name, describe, and understand the principles of design: rhythm, balance, contrast, movement, center of interest (emphasis) and repetition.
4. Use the elements of art and principals of design to express original ideas.

Standard 2: Visual Art History and Culture - The student will recognize the development of visual art from an historical and cultural perspective.

1. Understand that art reflects and describes the culture of its origin. 📖
2. Identify connections between different styles of visual art and other art disciplines.
3. Identify specific works of art produced by artists including European, American, Native American, African American, Hispanic, and Asian art produced at different times and places.



Standard 3: Visual Art Expression - The student will observe, select, and utilize a variety of ideas and subject matter in creating original works of visual art.

1. Experiment in color mixing with various media.
2. Use a variety of subjects, basic media and techniques in making original art including drawing, painting, weaving, sculpture, printmaking, and ceramics.

3. Demonstrate understanding and knowledge of composition using the elements of art and principles of design.


4. Use art media and tools in a safe and responsible manner.

Standard 4: Visual Art Appreciation - The student will appreciate visual art as a vehicle of human expression.

1. Demonstrate appropriate behavior while attending a visual art exhibition in a museum or art gallery.

2. Demonstrate respect for personal artwork and the artwork of others.

3. Demonstrate thoughtfulness and care in completion of artworks.

NOTE: Book icons  identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

GENERAL MUSIC


Standard 1: Language of Music - The student will read, notate and interpret music.


1. Identify the elements of music:
 - a. Melody (steps, wide and narrow leaps, and repeated tones, melody patterns, high and low pitches, melodic contour, same, different and similar phrases).
 - b. Rhythm (strong and weak beats, steady beat, silent beat, meter in 2/4, 3/4 and 4/4, dotted rhythms).
 - c. Harmony (chordal harmony, chord changes, ostinato patterns, countermelody, rounds).
 - d. Form (introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, D.C. al fine).
 - e. Tone Color (classroom percussion instruments, identify trumpet, clarinet, violin, tympani, and different tone quality of an individual or group).
 - f. Pitch (higher and lower).
 - g. Tempo (fast and slow, faster and slower, gradual and sudden changes in tempo).
 - h. Dynamics (loud and soft, gradually louder and softer, suddenly louder and softer).
2. Use a system of syllables, numbers or letters to demonstrate basic notation:
 - a. Rhythmic (quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note).
 - b. Melodic (sol, mi, la, do, re or 5, 3, 6, 1, 2).
3. Recognize basic features of familiar and unfamiliar songs:
 - a. Dynamics - loud and soft, gradual change of louder and softer
 - b. Tempo - fast and slow, gradual change of faster and slower.
 - c. Form - same and different, similar.

4. Identify instrument ensembles (brass, strings, woodwinds, percussion).

Standard 2: Music History and Culture - The student will recognize the development of music from an historical and cultural perspective.

1. Sing and perform action songs, chants, rhymes, singing games and dances from a variety of cultures.

2. Recognize music from our country, work songs, holiday songs and music from different countries. 

NOTE: Book icons  identify Information Literacy skills. Students are best served when these are taught in collaboration and cooperation between the classroom teacher and the library media specialist.

WORLD LANGUAGES

OVERVIEW OF ESSENTIAL SKILLS AND KNOWLEDGE

Languages Awareness (Grades K - 3) is a required program in Oklahoma schools through which children gain the insight that other languages and cultures exist besides their own.

In the Awareness Phase, students will be exposed to a variety of cultures and languages. Most school districts in Oklahoma have opted to begin language study with the awareness phase; however, districts may choose to start a sequential language program beginning in kindergarten that will lead to greater language skill at the end of the program. In this case, only one language will be the focus of the program.

As stated in the profession's national goals, *communication* is at the heart of second language study, whether the communication takes place face-to-face, in writing, or across centuries through reading of literature. Through the study of other languages, students gain a knowledge and understanding of the *cultures* that use that language; in fact, students cannot truly master the language until they have also mastered the cultural contexts in which the language occurs.

Learning languages provides *connections* to additional bodies of knowledge that are unavailable to monolingual English speakers. Through *comparisons* and contrasts with the language studied, students develop greater insight into their own language and culture and realize that multiple ways of viewing the world exist. Together, these elements enable the student of languages to participate in multilingual *communities* at home and around the world in a variety of contexts and in culturally appropriate ways. As is apparent, none of these goals can be separated from the other (National Standards in Foreign Language Education Project, 2006, p. 31). Please note that *Priority Academic Student Skills (PASS)* are organized around these five goals: **communication, culture, connections, comparisons, and communities.**

LANGUAGE(S) AWARENESS

Grades K-3

Goal 1: Communication

Communicate in Languages Other Than English

Standard 1: Students will communicate in languages other than English.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Understand limited one- and two-word phrases, cognates, and social greetings.
2. Speak with one- or two-word phrases such as reciting numbers, colors, classroom objects.
3. Develop careful listening skills.
4. Read isolated words when strongly supported by visuals.
5. Copy familiar words for labeling, identifying, and organizing purposes.

Goal 2: Cultures

Gain Knowledge and Understanding of Other Cultures

Standard 2: Students will gain knowledge and understanding of other cultures.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Develop an awareness of other cultures.
2. Be able to identify areas of the world where the languages studied are spoken.
3. Participate in developmentally appropriate cultural activities such as games and songs.
4. Identify and reproduce distinctive cultural products of the culture of the languages studied.
5. Imitate culturally appropriate etiquette in verbal and nonverbal communication during greetings, leave takings and daily classroom interactions.

Goal 3: Connections

Connect with Other Disciplines and Acquire Information

Standard 3: Students will connect with other disciplines and acquire information.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Use isolated words from other content areas (math, science, geography) in foreign language class activities.
2. View and listen to developmentally appropriate programs in the target language on topics from other content areas (math, science, geography).

Goal 4: Comparisons

Develop Insight into the Nature of Language and Culture

Standard 4: Students will develop insight into the nature of language and culture.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Be aware of the differences among cultures and respect those differences.
2. Develop awareness that the world has many languages.
3. Compare holidays and celebrations.
4. Compare daily practices of people in the target cultures with their own.

Goal 5: Communities

Participate in Multilingual Communities at Home and Around the World

Standard 5: Students will use the language both within and beyond the school setting.

Using developmentally appropriate activities, learners at the language(s) awareness stage will:

1. Develop an interest in future language(s) study
2. Explore the value of communicating in another language.
3. Identify the target language in school and community environments.
4. Participate in activities related to special events celebrated in the target culture(s).