

GRADE THREE Grade Level Expectations

These are the core grade level expectations that should be taught and learned during grade three based on the McRel standards and benchmarks. They are written from the student point of view. These grade level expectations are aligned with McRel standards and the standards-based progress report. The number listed is in reference to McRel 3rd edition; the number listed for Religion standard is in reference to *By Their Fruits You Shall Know Them*, Lorraine Ozar. In grades 3-12, the ITBS/ITED grade level expectations for reading, math, and science promulgated at the beginning of the 2003-04 school year by the Department of Education are noted in italics. Because of students' developmental levels, not all standards are addressed at every grade level. If a standard is not appropriate at a given grade level, it is omitted or it is marked with an NA (not appropriate). **The Iowa Core Curriculum essential concepts have been embedded at appropriate places, bolded, and identified with (ICC). Not all ICC may be appropriate at a given grade level, but by the time a student reaches fifth grade, all the primary ICC core concepts will have been taught.**

RELIGION

1. Reads, interprets, and applies Scripture to life.
 - Participates in discussion*
 - Knowledge of content*
 - Continues study of parables and scripture
 - Studies lives of Saints
 - Knows that the psalms are prayers written long ago and intended to be sung
 - Knows that Jesus sent the Holy Spirit at Pentecost
 - Understands that the gifts of the Holy Spirit are wisdom, understanding, right judgment, courage, knowledge, piety, and the fear of the Lord
2. Presents a reasoned rationale, based on faith and knowledge, for being a Catholic. (NA)
3. Illustrates basic understanding of Catholic dogma and doctrine in light of the "Catechism for the Catholic Church."
 - Recognizes the commandments as God's law of love
 - Realizes and applies the Beatitudes as Jesus' code to follow for perfect love and happiness
 - Develops a deeper realization of role of Mary as Mother of Jesus and our mother
4. Demonstrates the importance of sacraments, with an emphasis on the centrality of the Eucharist in the life of Catholics.
 - Develops a greater understanding of the sacrament of Baptism
 - Recognizes that through Baptism, everyone is called to serve God and others through the married, ordained, vowed religious or single life
 - Recognizes and experiences the loving presence of Jesus in the Sacraments (Baptism, Reconciliation, Eucharist)
5. Makes moral decisions consistent with Church teachings.
 - Realizes that God's plan is that people be good in order to live with God forever in heaven
 - Recognizes that God gives us rules for living a life of love
 - Recognizes that from the beginning of life to death; human beings grow and develop in a given sequence, but the rules and patterns differ for each individual
6. Illustrates a basic understanding of the history of the Church. (NA)
7. Acknowledges and affirms the diverse cultural expressions of Catholicism.
 - Recognizes the many gifts, talents and abilities that God has provided each of us
8. Applies Catholic principles to interpersonal relations (e.g., family, peers, work, society, Church, etc.)
 - Practices Christian action toward others*
9. Demonstrates an appreciation for faith community as the way we come to know God (NA)
10. Uses effective community building skills in relating with others.
 - Applies skills to concrete life situations - is considerate of others and their feelings*
11. Critiques societal structures in light of Catholic social justice principles and apply to social and personal situations.
 - Practices Christian action toward others*
 - Understands various roles and ministries in the Church
 - Recognizes that boys and girls are equal partners in God's plan for creation.
12. Engages in service to the community (e.g., family, parish, local, national and global) in response to the Gospel call.
 - Practices Christian action toward others*
 - Participates in parish and community service projects*
 - Understands various roles and ministries in the Church

- Reflects on what it means to be a Catholic church
13. Exercises responsible stewardship for the gift of creation.
 - Practices Christian action toward others*
 - Responds joyfully to God’s call to give of one’s self in love to God and others by showing one’s time, talents and treasures with the Church (stewardship)
 14. Examines the variety of Christian life styles as ways to respond to the baptismal call to a life of service.
 - Participates in parish and community service projects
 15. Demonstrates the relationship between faith and culture through arts, social sciences, sciences, and technology. (NA)
 16. Uses appropriate resources to plan and participate in liturgy and other prayer experiences.
 - Takes part in planning liturgies and para-liturgies
 - Recognizes that the Lord’s Day is honored as a celebration of Resurrection and a holy day of obligation
 17. Uses a variety of prayer forms (e.g., traditional, spontaneous, devotional, multicultural) to enrich and express personal and communal spirituality.
 - Develops a personal relationship with Jesus that evokes a response of generous love
 - Understands that there are prayers of praise and blessing, petition, thanksgiving, and contrition
 - Recognizes some ways to express one’s belief in the Holy Trinity are with the Sign of the Cross and the Apostle’s Creed
 - Can recite and use the designated prayers for this grade level on the Prayer/Basic Beliefs and Practices listing. Other prayers of cultural/liturgical significance may be designated by the local site.*
 18. Celebrates the presence of the Sacred in experiences of sacramentals, symbols, and rituals. (NA)
 19. Demonstrates an understanding of liturgical seasons and feasts.
 - Increases knowledge of Church’s liturgical seasons of Advent, Christmas, Lent and Easter
 - Recognizes that the Church year also includes special feasts in honor of Mary and the saints
 - Understands that the Church has certain days of obligation on which to worship together as community

LANGUAGE ARTS

Writing

1. Uses general skills and strategies in the writing process
 - **Uses an effective writing process (ICC)**
 - Applies the writing process*
 - Prewriting - uses prewriting strategies to plan written work
 - Drafting and revising - uses strategies to draft and revise written work
 - Editing and publishing - uses strategies to edit and publish written work
 - **Uses knowledge of purpose, audience, format, and medium in developing written communication (ICC)**
 - Writes effectively for a variety of audiences and purposes*
 - **Applies writing skills and strategies to communicate effectively in a variety of genres with various audiences (ICC)**
 - **Is able to write on demand (ICC)**
 - **Incorporates technology as a tool to enhance writing (ICC)**
 - Handwriting - writes legibly using proper size and spacing*
2. Uses stylistic and rhetorical techniques in written composition
 - Demonstrates an understanding of the English language, i.e., usage, punctuation, capitalization, and spelling*
3. Writes with a command of the grammatical and mechanical conventions of composition
 - **Adheres to conventions generally established in spelling, punctuation, grammar, usage, syntax and style (ICC)**
 - Applies rules of grammar usage, punctuation and capitalization in writing
 - Identifies and uses parts of speech correctly (nouns, pronouns, verbs, adjectives)
4. Gathers and uses information for research purposes
 - **Uses writing as a tool for learning (ICC)**
 - **Engages in the information literacy process: accesses, evaluates, and communicates information and ideas (ICC)**
 - Effectively uses media resources to gather information*

Reading

5. Reading Process - Uses the general skills and strategies of the reading process*
 - Uses library/media center on regular basis
 - **Independently reads a significant number of books and text each year. This reading should include both fiction and nonfiction in a variety of genres (ICC)**
 - **Uses multiple decoding strategies to accurately read words in text (ICC)**

- Uses a variety of decoding skills
 - Applies context, phonics, and structural word skills (e.g., prefixes, suffixes)*
 - Uses graphic aids and references to locate and organize information, e.g., table of contents, glossary, and dictionary
 - Monitors own reading strategies and makes modifications
 - **Uses a variety of strategies to develop and expand reading vocabulary (ICC)**
 - Makes appropriate book selections to gain knowledge and for personal enjoyment
 - **Reads with fluency silently and aloud to support comprehension (ICC)**
 - Reads aloud familiar stories, poems, and passages with fluency and expression (e.g., rhythm, flow, meter, tempo, pitch, tone intonation)*
6. Reading Comprehension - Uses reading skills and strategies to understand and interpret a variety of literary works*
- **Uses a variety of strategies and skills to comprehend and interpret fiction (ICC)**
 - Responds to literary and informational texts (oral, written, artistic)*
 - *Understands stated information*
 - Summarizes a book or article in report form
 - *Determines the meaning of new words from their context - vocabulary**
 - *Draws conclusions, makes inferences, and deduces meaning*
 - Demonstrates understanding of the story structure by identifying character, setting and plot, as well as beginning, middle and end of story
 - *Infers traits, feelings, and motives of characters*
 - *Interprets information in new contexts*
 - *Interprets non literal language*
 - *Determines the main idea of a text*
 - Develops and uses a variety of comprehension strategies, cause/effect; compare/contrast; classify/categorize, drawing conclusion, predicting outcomes, and giving details of main idea
 - Identifies the author's views or purpose
 - *Analyzes the style or structure of a text*
 - Engages in daily silent reading
7. Reading Comprehension - Uses reading skills and strategies to understand and interpret a variety of informational texts*
- **Uses a variety of skills and strategies to comprehend non-fiction and informational text (ICC)**
 - Responds to literary and informational texts (oral, written, artistic)*
 - *Understands stated information*
 - Summarizes a book or article in report form
 - *Determines the meaning of new words from their context - vocabulary**
 - *Draws conclusions, makes inferences, and deduces meaning**
 - Demonstrates understanding of the story structure by identifying character, setting and plot, as well as beginning, middle and end of story
 - *Interprets information in new contexts*
 - *Interprets non literal language*
 - *Determines the main idea of a text*
 - Develops and uses a variety of comprehension strategies, cause/effect; compare/contrast; classify/categorize, drawing conclusion, predicting outcomes, and giving details of main idea
 - Utilizes study skills in content reading (e.g., visuals, vocabulary)
 - Identifies the author's views or purpose
 - *Analyzes the style or structure of a text**
 - Engages in daily silent reading

Listening and Speaking

8. Uses listening and speaking strategies for different purposes; listens actively*
- **Produces a coherent message (ICC)**
 - Expresses ideas clearly*
 - **Participates in a variety of communication situations (ICC)**
 - Participates effectively in group discussion*
 - Listens, views, and asks questions to collect information
 - **Considers audience and variables in the speaking situation (ICC)**
 - **Uses appropriate content and conventions for purpose, audience, occasion, and context (ICC)**
 - **Demonstrates use of presentation skills to communicate (ICC)**

- **Participates appropriately in one-on-one situations and groups settings (ICC)**
- **Recognizes the role of evaluation in oral communication (ICC)**
- **Recognizes the role of response in oral communication (ICC)**
- **Listens for information and understanding (ICC)**
- **Listens for interpretation, analysis, and evaluation (ICC)**
- **Listens to establish, maintain and enhance relationships (ICC)**

Viewing

9. Uses viewing skills and strategies to understand and interpret visual media
- **Uses a range of strategies to interpret visual media (ICC)**
 - Understands the main idea or message in visual media, e.g., pictures, cartoons, weather reports, etc.
 - Knows different elements from films, videos, television, and other visual media that appeal to him or her, e.g., scary parts, action segments, particular characters, color, sound effects, etc.
 - Understands similarities and differences between real life and life depicted in visual media
 - **Applies a variety of criteria to evaluate informational media (ICC)**
 - **Understands how literary forms can be represented in visual narratives (ICC)**

Media

10. Understands the characteristics and components of the media
- Knows the various types of media
 - Understands that there are common conventions used in the media
 - Understands that media messages and products are created by people and represent real and imaginary experience
 - **Analyzes the effects of visual media on society and culture (ICC)**

MATH

1. **Problem solving** - Uses a variety of strategies in the problem-solving process*
- *Solves single-step and multiple-step math problems*
 - Constructs physical representations for complex problems
 - *Identifies extraneous or insufficient information in problems*
 - *Chooses a method for solving a problem - some methods more helpful than others*
2. **Concept of Numbers** - Understands and applies basic and advanced properties of the concept of numbers*
- **Develops the ability to estimate the results of computation with whole numbers, fractions or decimals, and be able to judge reasonableness (ICC)**
 - *Uses estimation strategies - estimates measurements with appropriate precision*
 - *Uses standard rounding to estimate*
 - *Uses order of magnitude to estimate*
 - *Uses number sense to estimate*
 - Adds and subtracts 3 digit numbers with renaming
 - Compares and orders three digit numbers
 - Reads and writes fractions to 1/8
 - Reads and writes whole numbers through four digits
 - Uses number lines to model a variety of numbers
 - *Represents, compares, and orders numbers**
 - *Describes and applies properties of numbers*
 - *Classifies numbers by divisibility*
 - *Demonstrates ways of performing operations*
 - *Uses place value; writes numbers in standard, expanded, and exponential form*
 - **Extends place value concepts to represent and compare both whole numbers and decimals (ICC)**
 - *Uses and interprets operational and relationship symbols**
 - *Solves equations and inequalities*
 - *Uses variable expressions to model situations**
 - *Explores numerical patterns*
 - **Uses benchmarks o help develop number sense (ICC)**
 - Knows basic math facts*
3. **Computation** - Uses basic and advanced procedures while performing the process of computation*

- **Develops an understanding of multiplication and division concepts and strategies for basic multiplication facts and related division facts (ICC)**
 - **Develops fluency and quick recall of multiplication facts and related division facts and fluency with multi-digit multiplication and division (ICC)**
 - **Develops an understanding of commonly used fractions, decimals, and percents, including recognizing and generating equivalent representations (ICC)**
 - **Develops an understanding of and fluency with addition and subtraction of fractions and decimals (ICC)**
 - Adds, subtracts, multiplies, and divides whole numbers and decimals with accuracy.
 - Understands that choices must be made when determining which operation to use.
 - Memorizes the multiplication and division facts of 0,1,2,5,and 10
 - Counts and shows amounts of money to \$10.00
4. **Measurement** - Understands and applies basic and advanced properties of the concept of measurement*
- Tells time to the nearest minute
 - Reads a calendar
 - *Measures length/distance, time, temperature, weight, mass, and volume*
 - *Identifies and uses appropriate units of measurement*
 - **Selects and applies appropriate standard (customary and metric) units and tools to measure length, area, volume, weight, time, temperature, and size of angles (ICC)**
 - Measures in Standard units to nearest inch/foot, cup/pint, quart/pound/gallon
 - Measures in Metric units to nearest centimeter, meter, liter or kilogram
5. **Geometry** - Understands and applies basic and advanced properties of the concepts of geometry*
- **Describes, analyzes and classifies two-dimensional and three-dimensional shapes (ICC)**
 - Identifies circles, triangles, squares, rectangles, pentagons, hexagons and octagons
 - Identifies and categorizes simple geometric shapes such as cones, spheres, rectangular prisms and cubes
 - *Identifies, classifies, and compares geometric figures*
 - **Uses geometric models to solve problems, such as determining perimeter, area, volume, and surface area (ICC)**
 - *Describes geometric properties, patterns, and relationships*
 - *Applies the concepts of perimeter, area, and volume*
 - **Explores congruence and similarity (ICC)**
 - **Predicts and describes the results of sliding (translation), flipping (reflection), and turning (rotation) two-dimensional shapes (ICC)**
 - **Uses ordered pairs on a coordinate grid to describe points or paths (first quadrant) (ICC)**
6. **Data analysis** - Understands and applies basic and advanced concepts of statistics and data analysis
- Gathers and records data to make generalizations*
 - **Represents and analyzes data using tallies, pictographs, tables, line plots, bar graphs, circle graphs and line graphs (ICC)**
 - **Describes the distribution of the data using mean, median, mode or range (ICC)**
 - **Proposes and justifies conclusions and predictions based on data (ICC)**
 - *Reads amounts on scales of bar and line graphs*
 - *Locates amounts in specific cells of a table*
 - *Compares quantities to determine ranks, sums, or differences and to find ratios*
 - *Uses tables and graphs to determine rates or identify trends, understand underlying or functional relationships, and generalize or draw conclusions*
7. **Probability** - Understands and applies basic concepts of probability
- **Predicts the probability of simple experiments and tests the predictions (ICC)**
 - **Describes events as likely or unlikely and discusses the degree of likelihood using words like certain, equally likely, and impossible (ICC)**
 - Predicts outcome of events
 - *Applies probability concepts and counting rules*
 - *Understands and applies measures of central tendency and variability*
8. **Functions and Algebra** - Understands and applies basic concepts of functions and algebra
- **Represents and analyzes patterns and relationships involving multiplication and division to introduce multiplicative reasoning (ICC)**
 - Recognizes and extends basics number patterns
 - **Identifies the commutative, associative, and distributive properties and uses them to compute with whole numbers (ICC)**

- **Understands and applies the idea of a variable as an unknown quantity and expresses mathematical relationships using equations (ICC)**
 - **Represents and analyzes patterns and functions, using words, tables, and graphs (ICC)**
9. **Nature of Mathematics** - Understands the general nature and uses of mathematics - NA

SCIENCE/HEALTH

*Earth and Space - Students can understand concepts and relationships in Earth/space sciences.**

1. Understands atmospheric processes and water cycle
 - **Understands and demonstrates knowledge of processes and changes on or in the earth's land, oceans, and atmosphere (ICC)**
 - Describes the water cycle - knows that water exists in the air in different forms
 - **Understands and demonstrates knowledge of weather and weather patterns (ICC)**
 - Knows the weather cycle
 - Knows that the Sun provides the light and heat necessary to maintain the temperature of the Earth
2. Understands Earth's composition and structure
 - **Understands and demonstrates knowledge of properties and uses of earth materials (ICC)**
 - **Understands and demonstrates knowledge of fossils and the evidence they provide of past life on earth (ICC)**
 - *Understands essential ideas about the composition/structure of the universe and the earth's place in it*
 - *Can understand changes in and around the Earth*
 - Knows the composition and properties of soils
 - Describes different types and uses of earth materials and how they are formed, i.e. rocks, minerals and soil
3. Understands the composition and structure of the universe and the Earth's place in it
 - **Understands and demonstrates knowledge of the properties, movements, and locations of objects in our solar system (ICC)**
 - *Can understand concepts relating to the universe*
 - Knows the night and day cycle - Knows that night and day are caused by the Earth's rotation on its axis
 - Knows that the Earth is one of several planets that orbit the Sun and that the Moon orbits the Earth
 - Identifies phases of the moon

*Life Science - Students can understand concepts and relationships in life science.**

4. Understands the principles of heredity and related concepts
 - Knows that characteristics of an organism are inherited from the parents or interactions with the environment
5. Understands the structure and function of cells and organisms
 - *Can understand structures of living things*
 - *Knows that plants and animals have life cycles and are different for different organisms*
 - Demonstrates that plants and animals depend on each other
 - **Understands and demonstrates knowledge of basic human body systems and how they work together (ICC)**
 - Describes the skeletal and muscular systems
 - **Understands and demonstrates knowledge of personal health and wellness issues (ICC)**
6. Understands relationships among organisms and their physical environment
 - **Understands and demonstrates knowledge of structures, characteristics, and adaptations or organisms that allow them to function and survive within their habitats (ICC)**
 - **Understands and demonstrates knowledge of how individual organisms are influenced by internal and external factors (ICC)**
 - **Understands and demonstrates knowledge of the relationships among living and nonliving factors in terrestrial and aquatic ecosystems (ICC)**
 - **Understands and demonstrates knowledge of environmental stewardship (ICC)**
 - *Recognizes animal adaptation to their environment*
 - Knows the organization of simple food chains and food webs
 - Knows that the transfer of energy is essential to all living organisms
7. Understands biological evolution and diversity of life
 - Recognizes that fossils provide historical evidence of plants and animals from long ago

*Physical Sciences - Students can understand concepts and relationships in physical science.**

8. Understands the structure and properties of matter

- **Understands and demonstrates knowledge of how to describe and identify substances based on characteristic properties (ICC)**
 - **Understands and demonstrates knowledge of states of matter and changes in states of matter (ICC)**
 - **Understands and demonstrates knowledge of the concept of conservation of mass/matter (ICC)**
 - *Identifies and describes the chemical and physical properties of matter*
 - Knows that the mass of a material remains constant whether it is together, in parts, or in a different state
9. Understands the sources and properties of energy
- **Understands and demonstrates knowledge of the characteristic properties of sound, light, electricity, magnetism, and heat (ICC)**
 - *Describes the different forms of energy, e.g., electrical, heat, light, and magnetism*
 - Describes characteristics of sound and how it travels
10. Understands forces and motion
- **Understands and demonstrates knowledge of how forces are related to an object's motion (ICC)**
 - *Can understand and apply concepts related to mechanics, forces, and motion*
 - Identifies the different simple machines located within various compound machines
 - Knows that magnets attract and repel each other and attract certain kinds of other materials
 - Knows that the Earth's gravity pulls any object toward it without touching it

*Nature of Science - Students can understand and apply skills used in scientific inquiry.**

11. Understands the nature of scientific knowledge
- Realizes that people continue to discover and invent new ways of doing things by using a variety of tools
 - Knows that good scientific explanations are based on evidence and scientific knowledge
12. Understands the nature of scientific inquiry
- *Uses scientific method (asks questions observes records and interprets results)**
 - **Generates questions that can be answered through scientific investigations (ICC)**
 - **Recognizes that scientists perform different kinds of investigations (ICC)**
 - **Plans and conducts scientific investigations (ICC)**
 - **Uses appropriate tools and techniques to gather, process, and analyze data (ICC)**
 - **Incorporates mathematics in science inquiries (ICC)**
 - **Uses evidence to develop reasonable explanations (ICC)**
 - **Communicates scientific procedures and explanations (ICC)**
 - **Follows appropriate safety procedures when conducting investigations (ICC)**
13. Understands the scientific enterprise
- *Can analyze and interpret scientific information*
 - Knows that scientists and engineers often work in teams to accomplish a task

HEALTH - Students can understand concepts and relationships in health.*

1. Knows the availability and effective use of health services, products, and information
- Knows community resources
 - Knows general characteristics of valid health information and health-promoting products and services
2. Knows environmental and external factors that affect individual and community health
- Knows how the physical environment can impact personal health
3. Understands the relationship of family health to individual health
- Knows how the family influences personal health
4. Knows how to maintain mental and emotional health
- Identifies and shares feelings in appropriate ways
 - Knows the relationships between physical health and mental health
5. Knows essential concepts and practices concerning injury prevention and safety
- Knows the safety rules to be used in home, school, and community settings
 - Lists bike safety rules, hand signals, and traffic signals
6. Understands essential concepts about nutrition and diet
- Identifies food groups/pyramid and a balanced meal
 - Knows the nutritional value of different foods
7. Knows how to maintain and promote personal health
- Identifies practices that promote good health

- Understands the influence of rest, food choices, exercise, sleep, and recreational on a person's well-being
8. Knows essential concepts about the prevention and control of disease
 - Knows the benefits of early detection and treatment of disease
 9. Understands aspects of substance use and abuse
 - Differentiates between the use and misuse of prescription and nonprescription drugs
 10. Understands the fundamental concepts of growth and development
 - Knows the changes that occur during puberty

Progress report descriptors deal with relevant concepts studied, participating appropriately in experiments, asking questions and demonstrating curiosity, and interpreting /recording the information.*

SOCIAL STUDIES - listed by strands (ICC)

1. **Political Science/Civic Literacy**
 - **Understand the rights and responsibilities of each citizen and demonstrate the value of lifelong civic action.**
 - **Understand how the government established by the Constitution embodies the enduring values and principles of democracy and republicanism.**
 - **Understand the purpose and function of each of the three branches of government established by the U.S. Constitution.**
 - **Understand the differences among local, state, and national government.**
 - **Understand the role of the United States in current world affairs.**
 - Defines a community as a place where people live and work
 - Knows the basic tenets of democracy and the symbols that represent it
 - Demonstrates the responsibilities of good citizenship
 - Understands differences and similarities among people of different cultures
2. **Economics**
 - **Understand the role of scarcity and economic trade-offs and how economic conditions impact people's lives. (ICC)**
 - **Understand the functions of economic institutions. (ICC)**
 - **Understand how governments throughout the world influence economic behavior. (ICC)**
 - **Understand factors that create patterns of interdependence in the world economy. (ICC)**
 - **Understand that advancing technologies impact the global economy. (ICC)**
 - **Understand that all economies throughout the world rely upon universal concepts. (ICC)**
 - Understands that people need to make choices
3. **Geography**
 - **Understand the use of geographic tools to locate and analyze information about people, places, and environments. (ICC)**
 - **Understand how geographic and human characteristics create culture and define regions. (ICC)**
 - **Understand how human factors and the distribution of resources affect the development society and the movement of populations. (ICC)**
 - **Understand how physical processes and human actions modify the environment and how the environment affects humans. (ICC)**
 - Interprets and uses charts, maps, graphs, and globes
 - Demonstrates an understanding that there are different countries in the world with their distinct governmental processes
4. **Historical Understanding**
 - **Understand historical patterns, periods of time, and the relationships among these elements. (ICC)**
 - **Understand how and why people create, maintain, or change systems of power, authority, and governance. (ICC)**
 - **Understand the role of culture and cultural diffusion on the development and maintenance of societies. (ICC)**
 - **Understand the role of individuals and groups within a society as promoters of change or the status quo. (ICC)**
 - **Understand the effect of economic needs and wants on individual and group decisions. (ICC)**
 - **Understand the effects of geographic factors on historical events. (ICC)**
 - **Understand the role of innovation on the development and interaction of societies. (ICC)**
 - **Understand cause and effect relationships and other historical thinking skills in order to interpret events and issues. (ICC)**
 - Knows the history of the local community and its founding
 - Knows the background of the folk lore, legends, songs, etc. of different regions
 - Understands major discoveries and inventors of science and technology in the nation's history

5. Behavioral Sciences

- **Understand the changing nature of society. (ICC)**
- **Understand the influences on individual and group behavior and group decision making. (ICC)**
- **Understand how personality and socialization impact the individual. (ICC)**
- **Understand the process of how humans develop, learn, adapt to the environment, and internalize their culture. (ICC)**
- **Understand current social issues to determine how the individual formulates opinions and responds to issues. (ICC)**
- **Understand how to evaluate social research and information. (ICC)**

Progress report descriptors deal with analyzing and applying information using concepts of history, geography, civics, and economics; demonstrating knowledge of social studies content standards; showing understanding of the connections to the world around them; and sharing ideas in class and group discussions.*

MUSIC

1. **Sings alone and with others a varied repertoire of music***
 - Performs simple songs and ostinatos with appropriate tone, pitch, dynamics, rhythm with or without accompaniment
 - Sings partner songs and rounds in small groups and is able to sing own part
 - Sings and speaks ostinatos (repetitions of a short musical pattern)
 - Can sing and identify scale
 - Participates and contributes in class activities
2. **Performs on instruments alone and together, a varied repertoire of music***
 - Performs on classroom percussion instruments
 - Finds and performs steady beat
 - Improvises melody given a simple rhythm and pentatonic melodic instrument (xylophone, metallophone, glockenspiel)
 - Creates movement to accompany music or poems
 - Demonstrates melody visually, orally, and through movement (upward, downward etc.)
 - Identifies orchestra instruments aurally (by sound)
3. **Improvises melodies, variations, and accompaniments.**
 - Improvises short songs and instrumental pieces.
4. **Composes and arranges music within specified guidelines**
 - Creates musical accompaniments
5. **Reads and notates music**
 - Understands musical notations*
 - Identifies standard musical symbols, e.g., dynamics, tempo, and articulation
 - Identifies notes on the scale
6. **Knows and applies criteria to music and musical performances**
 - Appreciates music and is able to analyze in simple terms
7. **Understands relationships between music and history and culture***
 - Knows and demonstrates appropriate audience behavior
 - Understands the role of musicians (i.e., song leader, conductor, composer, and performer) in various musical settings and culture

ART

1. **Understands and applies media techniques and processes related to visual arts***
 - Maintains an imaginative approach while following simple instructions
 - Uses art materials appropriately
 - Has experience using different art media
 - Reviews primary, secondary, and neutral colors
 - Mixes primary colors to create secondary colors using a variety of media
2. **Knows how to use structures and functions of art**
 - Follows simple instructions, but maintains an imagination while creating art
 - Learns and applies the elements (line, shape, color, space, texture, form) and principles of design (proportion, rhythm, dominance, balance and/or unity)

- Draws a still life
 - Draws a self portrait of head and shoulders with expanding details
 - Learns different ways of shading
 - Expresses creativity through art projects*
3. Knows range of subject matter.
 - Uses art symbols to communicate and convey ideas
 - Uses shapes and lines in drawings and paintings
 4. Understands the visual arts in relation to history and cultures*
 - Identifies specific works of art as belonging to particular cultures, times, and places - art appreciation
 5. Understands the characteristics and merits of one's own artwork and the artwork of others
 - Understands that specific art works can elicit different responses

PHYSICAL EDUCATION

1. Uses a variety of basic and advanced movement forms (running, skipping, hopping, eye-hand/eye-foot coordination-dribbling while running)
 - Demonstrates knowledge of concepts*
 - Demonstrates fundamental skills*
2. Uses movement concepts and principles in development of motor skills
 - Maintains balance while bearing weight on a variety of body parts
 - Demonstrates changing direction and force using locomotion patterns
 - Understands a variety of relationships with objects (over/under, behind, through, etc.)
 - Uses basic offensive and defensive strategies in unstructured game environments
3. Understands benefits and costs associated with participation in physical activity
 - Is aware of basic body function changes during physical activity
 - Knows factors that inhibit participation in physical activity, e.g., substance abuse
 - Develops kinesthetic awareness (balance, base of support, personal space)
4. Understands how to monitor and maintain a healthy enhanced level of physical fitness
 - Understands wellness - demonstrate benefits of healthy life style*
 - Develops an understanding of and utilizes body awareness, body parts, shapes, symmetry etc.
 - Identifies the health benefits and participation in physical activity
5. Understands the social and personal responsibility associated with participation in physical activity
 - Demonstrates the willingness to join in an activity*
 - Demonstrates good sportsmanship*
 - Understands safety concepts*
 - Plays and cooperates with others regardless of personal differences
 - Follows appropriate rules, procedures, and behaviors while participating in games/activities

TECHNOLOGY - References McRel with new NETS standards, updated June, 2007; see standard listing

1. Knows characteristics and computer hardware and operating systems (NETS 6)
 - Knows and is able to properly use the more advanced features of the computer keyboard
 - Uses proper fingering for all keys, beginning from home row, maintaining proper posture while using the keyboard
 - Uses input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, CDs, and other technologies.
 - Applies technology skills*
2. Knows the characteristics and uses of computer software programs (NETS 6)
 - Practices responsible use of technology systems and software
 - Uses a word processor to edit, copy, move, save and print text with some formatting, e.g., centering lines, using tabs, forming paragraphs
 - Knows basic features of databases
 - Uses menu options and commands
3. Understands relationships among science, technology, society, and the individual (NETS 1, 2, 3, 4, 5,)
 - Works cooperatively and collaboratively with peers, family members, and others when using technology
 - Effectively uses media resources to gather information*
 - Demonstrates positive social and ethical behaviors when using technology, e.g., illegally copying software, software piracy, copyright laws*

- Effectively uses media resources to display information*
 - Knows areas in which technology has improved human lives, e.g., transportation, nutrition, health care, entertainment
4. Understands the nature of technological design (NETS 2, 4, 5)
 - Knows how to use simple graphics
 - Evaluates product and design and makes modifications
 5. Understands the nature and operation of systems (NETS 1, 2, 3, 4, 5, 6)
 - Gathers information and communicate with others using telecommunications, with support from teachers, family members, or student partners.
 6. Understands the nature and uses of different forms of technology (NETS 3, 6)
 - Uses technology productivity tools to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
 - Uses telecommunications efficiently and effectively to access remote information

GUIDANCE/HUMAN GROWTH AND DEVELOPMENT - listed by strands

Working with Others

- Contributes to the overall effort of a group
- Uses conflict-resolution techniques
- Works well with diverse individuals and in diverse situations
- Displays effective interpersonal communication skills
- Demonstrates leadership skills

Self-Regulation

- Sets and manages goals
- Performs self-appraisal
- Considers risks
- Maintains a healthy self-concept
- Restrains impulsivity

Human Growth and Development - derived in part from *Growing in Love*, Harcourt Religion Publishers

- Understands that all people are created in God's image
- Recognizes that all people have good qualities and work to overcome bad habits
- Recognizes that boys and girls are equal partners in God's plan for creation
- Understands tenets of a safe environment

PERSONAL DEVELOPMENT/SOCIAL RESPONSIBILITY/CITIZENSHIP

(All items are referenced on the progress report.)

- Interacts respectfully with others
- Works effectively as a team member
- Makes an effort to solve social problems
- Participates appropriately
- Follows directions
- Works independently
- Completes high quality work
- Completes homework assignments

Iowa Core Curriculum - 21st Century Concepts and Skills

As each Iowa student is provided access to essential concepts and meaningful learning experiences in the core academic content areas, it is imperative that we also look to 21st century skills to build capacity in students so they are prepared to lead productive, satisfying lives. According to Ken Kay, president of the Partnership for 21st Century Skills, the 21st century skills set "is the ticket to economic upward mobility in the new economy" (Gewertz, 2007). Business and industry is providing a very clear message that students need the skills to "work comfortably with people from other cultures, solve problems creatively, write and speak well, think in a multidisciplinary way, and evaluate information critically. And they need to be punctual, dependable, and industrious." (Gewertz, 2007).

The Framework for 21st Century Learning stated, "We believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects" (2007). 21st century skills bridge the knowledge, skills, and dispositions of students from the core academic areas to real life application.

"The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of the school."

-Ray McNulty, ICLE
Iowa High School Summit, December 10, 2007

Descriptions of the new global reality are plentiful, and the need for new, 21st century skills in an increasingly complex environment is well documented. In one form or another, authors cite (1) the globalization of economics; (2) the explosion of scientific and technological knowledge; (3) the increasingly international dimensions of the issues we face, i.e. global warming and pandemic diseases; and (4) changing demographic as the major trends that have resulted in a future world much different from the one that many of us faced when we graduated from high school (Friedman, 2005 and Stewart, 2007). The trends are very clear that each Iowa students will need essential 21st century skills to lead satisfying lives in this current reality.

Descriptions of what constitute essential 21st century skills are plentiful as well. In the 2007 session, the Iowa Legislature established the Iowa 21st century framework as:

- * civic literacy
- * employability skills
- * financial literacy
- * health literacy
- * technology literacy

Within this 21st century skill framework are the common strands of learning and innovation; communication, information, and technology; and, life and career skills. The development of the Iowa 21st century essential concepts and skills was a collaborative process engaging the expertise of p — 16 educators, business, and industry representatives. Sources used for this work included the 1991 SCANS report, What Work Requires of Schools, and Framework for 21st Century Learning, from the Partnership for 21st Century Skills. The committee surveyed the literature and endeavored to bring together the common elements of these frameworks. The members have outlined the concepts, dispositions and habits of mind believed essential for success in the 21st century.

The reality of building capacity for the 21st century is that we do not know what the work of the future will be like (Darling-Hammond, 2007) or how technology will influence health and financial issues. The challenge is to prepare students to think critically, to engage in mental activity, or habits of mind, that "use facts to plan, order, and work toward an end; seek meaning or explanations; are self-reflective; and use reason to question claims and make judgments" (Noddings, 2008). It may be that our task is not only to prepare students to "fit into the future" but to shape it. "If the complex questions of the future are to be determined by human beings making one choice rather than another, we should educate youths - all of them - to join in the conversation about those choices and to influence that future" (Meier, 2008)

Civic Literacy

NOTE: The Essential Concepts and Skills listed in 21st Century - Civic Literacy are the same as the Essential Concepts and Skills listed in Social Studies - Political Science/Civic Literacy

Employability Skills

- **Communicate and work productively with others emphasizing collaboration and cultural awareness to produce quality work.**
- **Adjust to various roles and responsibilities and understand the need to be flexible to change.**
- **Practice leadership skills, and demonstrate integrity, ethical behavior, and social responsibility in all activities.**
- **Demonstrate initiative, creativity, self-direction, and entrepreneurial thinking to produce successful outcomes.**
- **Demonstrates productivity and accountability by producing quality work.**

Financial Literacy

- **Create long and short-term goals based on a prioritization of wants and needs.**
- **Recognize how one's personal career choice and attitude can impact financial planning decisions.**
- **Identify the concept of debt and an individual's responsibility for that debt.**
- **Recognize common risks to one's identity and demonstrate the ability to protect that identity.**
- **Determine the importance of saving/investing in relation to future needs.**
- **Recognize that spending choices differ between groups of people and settings.**

Health Literacy

- **Obtain, interpret, understand and use basic health concepts to enhance personal, family, and community health.**
- **Utilize interactive literacy and social skills to establish personal family, and community health goals.**
- **Demonstrate critical literacy/thinking skills related to personal, family, and community wellness.**
- **Recognize that media and other influences affect personal, family and community health.**
- **Demonstrate behaviors that foster healthy, active lifestyles for individuals and the benefit of society.**

Technology Literacy

- **Use technology resources to create original products, identify patterns and problems, make predictions, and propose solutions.**
- **Use interactive technologies in a collaborative group to produce digital presentations or products in a curricular area.**
- **Utilize digital tools and resources to investigate real-world issues, answer questions, or solve problems.**
- **Use technological resources to develop and refine questions for investigation.**
- **Understand and practice appropriate, legal, and safe uses of technology for lifelong learning.**
- **Understand technology hardware and software system operations and their application.**