

# GRADE THREE

DANCE	ENGLISH/LANGUAGE ARTS
1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).	<b>Language #1a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).	<b>Language #1a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different path-ways and using three different tempos).	<b>Language #1a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
1.5 Describe dance elements used in personal work and that of others.	<b>Speaking &amp; Listening #1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <b>Language #1a</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence.	<b>Writing #3a,c</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use temporal words and phrases to signal event order. <b>Writing #4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. <b>Writing #5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 <a href="#">here</a> .)

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<p>3.1 Describe commonalities among and differences between dances from various countries.</p>	<p><b>Reading Lit #1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>Informational #1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>Informational #9</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p><b>Speaking &amp; Listening #1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
<p>3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).</p>	<p><b>Writing #3a,c</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use temporal words and phrases to signal event order.</p>
<p>4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control).</p>	<p><b>Reading Lit #1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>Informational #1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>Writing #1a-d</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section.</p>

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	<p><b>Writing #3a,c</b> Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use temporal words and phrases to signal event order.</p> <p><b>Writing #4</b> With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><b>Writing #5</b> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 <a href="#">here</a>.)</p> <p><b>Speaking &amp; Listening #1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Reading Lit #9</b> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.</p> <p><b>Writing #2</b> Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>Language #1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>Language #3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>
<p>4.3 Explain how a performers dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).</p>	<p><b>Reading Lit #1</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>Informational #1</b> Ask and answer questions to demonstrate understanding of a text, referring</p>

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	<p>explicitly to the text as the basis for the answers.</p> <p><b>Writing #1a-d</b> Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. Provide a concluding statement or section.</p> <p><b>Speaking &amp; Listening #1</b> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>
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DANCE	HISTORY-SOCIAL SCIENCE
1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).	3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.	3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
2.5 Perform dances to communicate personal meaning, using focus and expression.	3.4#6 Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).
2.8 Create, memorize, and perform original movement sequences with a	3.4#6 Describe the lives of American heroes who took risks to secure our

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partner or a small group.	freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).
3.1 Describe commonalities among and differences between dances from various countries.	3.3#1 Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).	3.3#1 Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
3.3 Explain the function of dance in ceremonial and social community events in Native American cultures.	3.2#1 Describe national identities, religious beliefs, customs, and various folklore traditions.
3.5 Name and demonstrate dances of Native Americans.	3.2#1 Describe national identities, religious beliefs, customs, and various folklore traditions.
4.2 Explain and demonstrate what it means to be a good audience member.	3.4#2 Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life.

DANCE	MATHEMATICS
1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide).	<b>Geometry #1</b> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine	<b>Fractions #1</b> Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal

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<p>three locomotor movements traveling in three different path-ways and using three different tempos).</p>	<p>parts; understand a fraction <math>a/b</math> as the quantity formed by a parts of size <math>1/b</math>.  <b>Geometry #1</b> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p>
<p>2.1 Create and perform complex improvised movement patterns, dance sequences, and studies.</p>	<p><b>Fractions #1</b> Understand a fraction <math>1/b</math> as the quantity formed by 1 part when a whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by a parts of size <math>1/b</math>.</p>

<b>DANCE</b>	<b>SCIENCE</b>
<p>1.2 Demonstrate the ability to start, change, and stop movement.</p>	<p>3.0 Adaptations in physical structure or behavior may improve an organism's chance for survival.</p>
<p>1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver).</p>	<p>1.0 Energy and matter have multiple forms and can be changed from one form to another.</p>
<p>2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).</p>	<p>5.0 Scientific progress is made by asking meaningful questions and conducting careful investigations.</p>