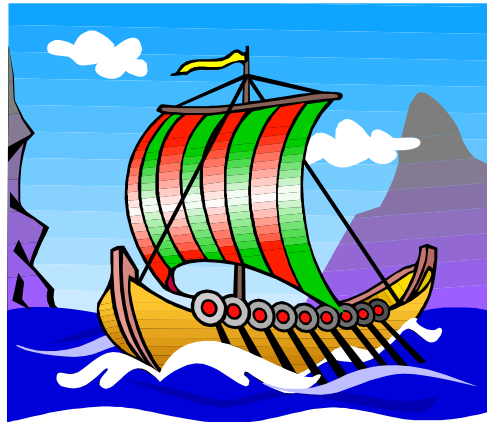


Barren County Schools

3rd Grade District Curriculum



2017 Update

Barren County Schools

Language Arts Curriculum

READING STANDARDS LITERATURE

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas

7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. (Not applicable to literature)
9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text; recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
6. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

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7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
9. Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
 - b. Decode words with common Latin suffixes.
 - c. Decode multi-syllable words.
 - d. Read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension.
 - a. Read on-level text with purpose and understanding.
 - b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings
 - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

WRITING STANDARDS

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.
 - c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
 - d. Provide a concluding statement or section.

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2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, and details.
 - c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
 - d. Provide a concluding statement or section.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - c. Use temporal words and phrases to signal event order.
 - d. Provide a sense of closure.

Production and Distribution of Writing

4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 5. 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 on pages 28 and 29.)
 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- Research to Build and Present Knowledge
7. Conduct short research projects that build knowledge about a topic.
 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
 9. (Begins in grade 4)
- Range of Writing
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SPEAKING AND LISTENING

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
 - d. Explain their own ideas and understanding in light of the discussion.
- 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
 - 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

- 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)

LANGUAGE STANDARDS

Conventions of Standard English

- 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
 - b. Form and use regular and irregular plural nouns.
 - c. Use abstract nouns (e.g., childhood).
 - d. Form and use regular and irregular verbs.
 - e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
 - f. Ensure subject-verb and pronoun-antecedent agreement.*
 - g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
 - h. Use coordinating and subordinating conjunctions.
 - i. Produce simple, compound, and complex sentences.
- 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize appropriate words in titles.
 - b. Use commas in addresses.
 - c. Use commas and quotation marks in dialogue.
 - d. Form and use possessives.
 - e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

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- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

- 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect.*
 - b. Recognize and observe differences between the conventions of spoken and written standard English.

Vocabulary Acquisition and Use

- 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
 - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
 - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
 - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- 5. Demonstrate understanding of word relationships and nuances in word meanings.
 - a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
 - b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
 - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
- 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

***Penmanship/Handwriting**

Write legibly in cursive, spacing letters, words, and sentences appropriately. Forms letters correctly and uses lines on paper.

*Penmanship, although not KCAS, should be taught and reinforced throughout elementary school.

Barren County Schools

Mathematics Curriculum

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

- 3.OA.1: Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7 .*
- 3.OA.2: Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*
- 3.OA.3: Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (Note: See Glossary, Table 2.)
- 3.OA.4: Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$.*

Understand properties of multiplication and the relationship between multiplication and division.

- 3.OA.5: Apply properties of operations as strategies to multiply and divide. (Note: Students need not use formal terms for these properties.) *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)*
- 3.OA.6: Understand division as an unknown-factor problem. *For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.*

Multiply and divide within 100.

- 3.OA.7: Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

- 3.OA.8: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (Note: This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order -- Order of Operations.)
- 3.OA.9: Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. *For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.*

Number and Operations in Base Ten

Use place value understanding and properties of operations to perform multi-digit arithmetic. (Note: A range of algorithms may be used.)

- 3.NBT.1: Use place value understanding to round whole numbers to the nearest 10 or 100.
- 3.NBT.2: Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
- 3.NBT.3: Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.

Number and Operations - Fractions

Develop understanding of fractions as numbers. *Note: Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.*

- 3.NF.1: Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
- 3.NF.2: Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
 - Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- 3.NF.3: Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
 - Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.
 - Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. *Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.*
 - Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

Measurement and Data

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

- 3.MD.1: Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- 3.MD.2: Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). (Note: Excludes compound units such as cm^3 and finding the geometric volume of a container.) Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Note: Excludes multiplicative comparison problems -- problems involving notions of "times as much"; see Glossary, Table 2.)

Represent and interpret data.

- 3.MD.3: Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*
- 3.MD.4: Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- 3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.
- A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
 - A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

- 3.MD.5: Recognize area as an attribute of plane figures and understand concepts of area measurement.
- A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.

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- b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
- 3.MD.6: Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
- 3.MD.7: Relate area to the operations of multiplication and addition.
 - a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
 - b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
 - c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.
 - d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**
- 3.MD.8: Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

Geometry

Reason with shapes and their attributes.

- 3.G.1: 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.
- 3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. *For example, partition a shape into 4 parts with equal area, and describe the area of each part as $1/4$ of the area of the shape.*

Barren County Schools

Science Curriculum

3. Forces and Interactions

3. Forces and Interactions

Students who demonstrate understanding can:

- 3-PS2-1. Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.** [Clarification Statement: Examples could include an unbalanced force on one side of a ball can make it start moving; and, balanced forces pushing on a box from both sides will not produce any motion at all.] [Assessment Boundary: Assessment is limited to one variable at a time: number, size, or direction of forces. Assessment does not include quantitative force size, only qualitative and relative. Assessment is limited to gravity being addressed as a force that pulls objects down.]
- 3-PS2-2. Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.** [Clarification Statement: Examples of motion with a predictable pattern could include a child swinging in a swing, a ball rolling back and forth in a bowl, and two children on a see-saw.] [Assessment Boundary: Assessment does not include technical terms such as period and frequency.]
- 3-PS2-3. Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.** [Clarification Statement: Examples of an electric force could include the force on hair from an electrically charged balloon and the electrical forces between a charged rod and pieces of paper; examples of a magnetic force could include the force between two permanent magnets, the force between an electromagnet and steel paperclips, and the force exerted by one magnet versus the force exerted by two magnets. Examples of cause and effect relationships include how the distance between objects affects strength of the force and how the orientation of magnets affects the direction of the magnetic force.] [Assessment Boundary: Assessment is limited to forces produced by objects that can be manipulated by students, and electrical interactions are limited to static electricity.]
- 3-PS2-4. Define a simple design problem that can be solved by applying scientific ideas about magnets.*** [Clarification Statement: Examples of problems could include constructing a latch to keep a door shut and creating a device to keep two moving objects from touching each other.]

The performance expectations above were developed using the following elements from the NRC document *A Framework for K-12 Science Education*:

| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
|--|--|--|
| <p>Asking Questions and Defining Problems Asking questions and defining problems in grades 3–5 builds on grades K–2 experiences and progresses to specifying qualitative relationships.</p> <ul style="list-style-type: none"> Ask questions that can be investigated based on patterns such as cause and effect relationships. (3-PS2-3) Define a simple problem that can be solved through the development of a new or improved object or tool. (3-PS2-4) <p>Planning and Carrying Out Investigations Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.</p> <ul style="list-style-type: none"> Plan and conduct an investigation collaboratively to produce data to serve as the basis for evidence, using fair tests in which variables are controlled and the number of trials considered. (3-PS2-1) Make observations and/or measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon or test a design solution. (3-PS2-2) <p>Connections to Nature of Science</p> <p>Science Knowledge is Based on Empirical Evidence</p> <ul style="list-style-type: none"> Science findings are based on recognizing patterns. (3-PS2-2) <p>Scientific Investigations Use a Variety of Methods</p> <ul style="list-style-type: none"> Science investigations use a variety of methods, tools, and techniques. (3-PS2-1) | <p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> Each force acts on one particular object and has both strength and a direction. An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object. Forces that do not sum to zero can cause changes in the object's speed or direction of motion. (Boundary: Qualitative and conceptual, but not quantitative addition of forces are used at this level.) (3-PS2-1) The patterns of an object's motion in various situations can be observed and measured; when that past motion exhibits a regular pattern, future motion can be predicted from it. (Boundary: Technical terms, such as magnitude, velocity, momentum, and vector quantity, are not introduced at this level, but the concept that some quantities need both size and direction to be described is developed.) (3-PS2-2) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> Objects in contact exert forces on each other. (3-PS2-1) Electric and magnetic forces between a pair of objects do not require that the objects be in contact. The sizes of the forces in each situation depend on the properties of the objects and their distances apart and, for forces between two magnets, on their orientation relative to each other. (3-PS2-3),(3-PS2-4) | <p>Patterns</p> <ul style="list-style-type: none"> Patterns of change can be used to make predictions. (3-PS2-2) <p>Cause and Effect</p> <ul style="list-style-type: none"> Cause and effect relationships are routinely identified. (3-PS2-1) Cause and effect relationships are routinely identified, tested, and used to explain change. (3-PS2-3) <p>Connections to Engineering, Technology, and Applications of Science</p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process. (3-PS2-4) |

Connections to other DCIs in third grade: N/A

Articulation of DCIs across grade-levels: **K.PS2.A** (3-PS2-1); **K.PS2.B** (3-PS2-1); **K.PS3.C** (3-PS2-1); **K.ETS1.A** (3-PS2-4); **1.ESS1.A** (3-PS2-2); **4.PS4.A** (3-PS2-2); **4.ETS1.A** (3-PS2-4); **5.PS2.B** (3-PS2-1); **MS.PS2.A** (3-PS2-1),(3-PS2-2); **MS.PS2.B** (3-PS2-3),(3-PS2-4); **MS.ESS1.B** (3-PS2-1),(3-PS2-2); **MS.ESS2.C** (3-PS2-1)

Kentucky Academic Standards Connections:

ELA/Literacy –

- RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-PS2-1),(3-PS2-3)
- RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-PS2-3)
- RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). (3-PS2-3)
- W.3.7** Conduct short research projects that build knowledge about a topic. (3-PS2-1),(3-PS2-2)
- W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-PS2-1),(3-PS2-2)
- SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3-PS2-3)
- Mathematics –
- MP.2** Reason abstractly and quantitatively. (3-PS2-1)
- MP.5** Use appropriate tools strategically. (3-PS2-1)
- 3.MD.A.2** Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-PS2-1)

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

The section entitled "Disciplinary Core Ideas" is reproduced verbatim from *A Framework for K-12 Science Education: Practices, Cross-Cutting Concepts, and Core Ideas*. Integrated and reprinted with permission from the National Academy of Sciences.

3. Interdependent Relationships in Ecosystems

| 3. Interdependent Relationships in Ecosystems | | |
|---|---|---|
| Students who demonstrate understanding can: | | |
| 3-LS2-1. | Construct an argument that some animals form groups that help members survive. | |
| 3-LS4-1. | Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago. [Clarification Statement: Examples of data could include type, size, and distributions of fossil organisms. Examples of fossils and environments could include fossils found on dry land, tropical plant fossils found in Arctic areas, and fossils of extinct organisms.] [Assessment Boundary: Assessment does not include identification of specific fossils or present plants and animals. Assessment is limited to major fossil types and relative ages.] | |
| 3-LS4-3. | Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and cannot survive at all. [Clarification Statement: Examples of evidence could include needs and characteristics of the organisms and habitats involved. The organisms and their habitat make up a system in which the parts depend on each other.] | |
| 3-LS4-4. | Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.* [Clarification Statement: Examples of environmental changes could include changes in land characteristics, water distribution, temperature, food, and other organisms.] [Assessment Boundary: Assessment is limited to a single environmental change. Assessment does not include the greenhouse effect or climate change.] | |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> : | | |
| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
| Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. <ul style="list-style-type: none">Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS4-1) Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed worlds. <ul style="list-style-type: none">Construct an argument with evidence, data, and/or a model. (3-LS2-1)Construct an argument with evidence. (3-LS4-3)Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-LS4-4) | LS2.C: Ecosystem Dynamics, Functioning, and Resilience <ul style="list-style-type: none">When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die. (<i>secondary to 3-LS4-4</i>) LS2.D: Social Interactions and Group Behavior <ul style="list-style-type: none">Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size. (<i>Note: Moved from K–2</i>) (3-LS2-1) LS4.A: Evidence of Common Ancestry and Diversity <ul style="list-style-type: none">Some kinds of plants and animals that once lived on Earth are no longer found anywhere. (<i>Note: Moved from K–2</i>) (3-LS4-1)Fossils provide evidence about the types of organisms that lived long ago and also about the nature of their environments. (3-LS4-1) LS4.C: Adaptation <ul style="list-style-type: none">For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all. (3-LS4-3) LS4.D: Biodiversity and Humans <ul style="list-style-type: none">Populations live in a variety of habitats, and change in those habitats affects the organisms living there. (3-LS4-4) | Cause and Effect <ul style="list-style-type: none">Cause and effect relationships are routinely identified and used to explain change. (3-LS2-1),(3-LS4-3) Scale, Proportion, and Quantity <ul style="list-style-type: none">Observable phenomena exist from very short to very long time periods. (3-LS4-1) Systems and System Models <ul style="list-style-type: none">A system can be described in terms of its components and their interactions. (3-LS4-4) <p style="text-align: center;">Connections to Engineering, Technology, and Applications of Science</p> Interdependence of Science, Engineering, and Technology <ul style="list-style-type: none">Knowledge of relevant scientific concepts and research findings is important in engineering. (3-LS4-3) <p style="text-align: center;">Connections to Nature of Science</p> Scientific Knowledge Assumes an Order and Consistency in Natural Systems <ul style="list-style-type: none">Science assumes consistent patterns in natural systems. (3-LS4-1) |
| Connections to other DCIs in third grade: 3.ESS2.D (3-LS4-3); 3.ESS3.B (3-LS4-4) | | |
| Articulation of DCIs across grade-levels: K.ESS3.A (3-LS4-3)(3-LS4-4); K.ETS1.A (3-LS4-4); 1.LS1.B (3-LS2-1); 2.LS2.A (3-LS4-3),(3-LS4-4); 2.LS4.D (3-LS4-3),(3-LS4-4); 4.ESS1.C (3-LS4-1); 4.ESS3.B (3-LS4-4); 4.ETS1.A (3-LS4-4); MS.LS2.A (3-LS2-1),(3-LS4-1)(3-LS4-3),(3-LS4-4); MS.LS2.C (3-LS4-4); MS.LS2.D (3-LS2-1); MS.LS4.A (3-LS4-1); MS.LS4.B (3-LS4-3); MS.LS4.C (3-LS4-3),(3-LS4-4); MS.ESS1.C (3-LS4-1),(3-LS4-3),(3-LS4-4); MS.ESS2.B (3-LS4-1); MS.ESS3.C (3-LS4-4) | | |
| Kentucky Academic Standards Connections: ELA/Literacy— RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4) RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS4-1),(3-LS4-3),(3-LS4-4) RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4) W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-LS2-1),(3-LS4-1),(3-LS4-3),(3-LS4-4) W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS4-1),(3-LS4-3),(3-LS4-4) W.3.9 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-LS4-1) SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS4-3),(3-LS4-4) Mathematics— MP.2 Reason abstractly and quantitatively. (3-LS4-1),(3-LS4-4) MP.4 Model with mathematics. (3-LS2-1),(3-LS4-1),(3-LS4-4) MP.5 Use appropriate tools strategically. (3-LS4-1) 3.NBT Number and Operations in Base Ten (3-LS2-1) 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-3) 3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS4-1) | | |

*The performance expectations marked with an asterisk integrate traditional science content with engineering through a Practice or Disciplinary Core Idea.

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3. Inheritance and Variation of Traits: Life Cycles and Traits

| 3. Inheritance and Variation of Traits: Life Cycles and Traits | | |
|---|--|--|
| Students who demonstrate understanding can: | | |
| 3-LS1-1. | Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. [Clarification Statement: Changes organisms go through during their life form a pattern.] [Assessment Boundary: Assessment of plant life cycles is limited to those of flowering plants. Assessment does not include details of human reproduction.] | |
| 3-LS3-1. | Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms. [Clarification Statement: Patterns are the similarities and differences in traits shared between offspring and their parents, or among siblings. Emphasis is on organisms other than humans.] [Assessment Boundary: Assessment does not include genetic mechanisms of inheritance and prediction of traits. Assessment is limited to non-human examples.] | |
| 3-LS3-2. | Use evidence to support the explanation that traits can be influenced by the environment. [Clarification Statement: Examples of the environment affecting a trait could include normally tall plants grown with insufficient water are stunted; and, a pet dog that is given too much food and little exercise may become overweight.] | |
| 3-LS4-2. | Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. [Clarification Statement: Examples of cause and effect relationships could be plants that have larger thorns than other plants may be less likely to be eaten by predators; and, animals that have better camouflage coloration than other animals may be more likely to survive and therefore more likely to leave offspring.] | |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> : | | |
| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
| Developing and Using Models Modeling in 3–5 builds on K–2 experiences and progresses to building and revising simple models and using models to represent events and design solutions. <ul style="list-style-type: none">Develop models to describe phenomena. (3-LS1-1) Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. <ul style="list-style-type: none">Analyze and interpret data to make sense of phenomena using logical reasoning. (3-LS3-1) Constructing Explanations and Designing Solutions Constructing explanations and designing solutions in 3–5 builds on K–2 experiences and progresses to the use of evidence in constructing explanations that specify variables that describe and predict phenomena and in designing multiple solutions to design problems. <ul style="list-style-type: none">Use evidence (e.g., observations, patterns) to support an explanation. (3-LS3-2)Use evidence (e.g., observations, patterns) to construct an explanation. (3-LS4-2) <div>Connections to Nature of Science</div> Scientific Knowledge is Based on Empirical Evidence <ul style="list-style-type: none">Science findings are based on recognizing patterns. (3-LS1-1) | LS1.B: Growth and Development of Organisms <ul style="list-style-type: none">Reproduction is essential to the continued existence of every kind of organism. Plants and animals have unique and diverse life cycles. (3-LS1-1) LS3.A: Inheritance of Traits <ul style="list-style-type: none">Many characteristics of organisms are inherited from their parents. (3-LS3-1)Other characteristics result from individuals' interactions with the environment, which can range from diet to learning. Many characteristics involve both inheritance and environment. (3-LS3-2) LS3.B: Variation of Traits <ul style="list-style-type: none">Different organisms vary in how they look and function because they have different inherited information. (3-LS3-1)The environment also affects the traits that an organism develops. (3-LS3-2) LS4.B: Natural Selection <ul style="list-style-type: none">Sometimes the differences in characteristics between individuals of the same species provide advantages in surviving, finding mates, and reproducing. (3-LS4-2) | Patterns <ul style="list-style-type: none">Similarities and differences in patterns can be used to sort and classify natural phenomena. (3-LS3-1)Patterns of change can be used to make predictions. (3-LS1-1) Cause and Effect <ul style="list-style-type: none">Cause and effect relationships are routinely identified and used to explain change. (3-LS3-2),(3-LS4-2) |
| Connections to other DCIs in third grade: 3.LS4.C (3-LS4-2) | | |
| Articulation of DCIs across grade-levels: 1.LS3.A (3-LS3-1),(3-LS4-2); 1.LS3.B (3-LS3-1); MS.LS1.B (3-LS1-1), (3-LS3-2); MS.LS2.A (3-LS4-2); MS.LS3.A (3-LS3-1); MS.LS3.B (3-LS3-1),(3-LS4-2); MS.LS4.B (3-LS4-2) | | |
| Kentucky Academic Standards Connections: ELA/Literacy— RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-LS3-1),(3-LS3-2),(3-LS4-2) RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. (3-LS3-1),(3-LS3-2),(3-LS4-2) RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (3-LS3-1),(3-LS3-2),(3-LS4-2) RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3-LS1-1) W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (3-LS3-1),(3-LS3-2),(3-LS4-2) SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3-LS3-1),(3-LS3-2),(3-LS4-2) SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. (3-LS1-1) Mathematics— MP.2 Reason abstractly and quantitatively. (3-LS3-1),(3-LS3-2),(3-LS4-2) MP.4 Model with mathematics. (3-LS1-1),(3-LS3-1),(3-LS3-2),(3-LS4-2) 3.NBT Number and Operations in Base Ten (3-LS1-1) 3.NF Number and Operations—Fractions (3-LS1-1) 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. (3-LS4-2) 3.MD.B.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters. (3-LS3-1),(3-LS3-2) | | |

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3. Weather and Climate

| 3. Weather and Climate | | |
|--|---|--|
| Students who demonstrate understanding can: | | |
| 3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. [Clarification Statement: Examples of data could include average temperature, precipitation, and wind direction.] [Assessment Boundary: Assessment of graphical displays is limited to pictographs and bar graphs. Assessment does not include climate change.] | | |
| 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world. | | |
| 3-ESS3-1. Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.* [Clarification Statement: Examples of design solutions to weather-related hazards could include barriers to prevent flooding, wind resistant roofs, and lightning rods.] | | |
| The performance expectations above were developed using the following elements from the NRC document <i>A Framework for K-12 Science Education</i> : | | |
| Science and Engineering Practices | Disciplinary Core Ideas | Crosscutting Concepts |
| Analyzing and Interpreting Data Analyzing data in 3–5 builds on K–2 experiences and progresses to introducing quantitative approaches to collecting data and conducting multiple trials of qualitative observations. When possible and feasible, digital tools should be used. <ul style="list-style-type: none"> Represent data in tables and various graphical displays (bar graphs, pictographs and/or pie charts) to reveal patterns that indicate relationships. (3-ESS2-1) Engaging in Argument from Evidence Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s). <ul style="list-style-type: none"> Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. (3-ESS3-1) Obtaining, Evaluating, and Communicating Information Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods. <ul style="list-style-type: none"> Obtain and combine information from books and other reliable media to explain phenomena. (3-ESS2-2) | ESS2.D: Weather and Climate <ul style="list-style-type: none"> Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. (3-ESS2-1) Climate describes a range of an area's typical weather conditions and the extent to which those conditions vary over years. (3-ESS2-2) ESS3.B: Natural Hazards <ul style="list-style-type: none"> A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts. (3-ESS3-1) <i>(Note: This Disciplinary Core Idea is also addressed by 4-ESS3-2.)</i> | Patterns <ul style="list-style-type: none"> Patterns of change can be used to make predictions. (3-ESS2-1),(3-ESS2-2) Cause and Effect <ul style="list-style-type: none"> Cause and effect relationships are routinely identified, tested, and used to explain change. (3-ESS3-1) Connections to Engineering, Technology, and Applications of Science Influence of Engineering, Technology, and Science on Society and the Natural World <ul style="list-style-type: none"> Engineers improve existing technologies or develop new ones to increase their benefits (e.g., better artificial limbs), decrease known risks (e.g., seatbelts in cars), and meet societal demands (e.g., cell phones). (3-ESS3-1) Connections to Nature of Science Science is a Human Endeavor <ul style="list-style-type: none"> Science affects everyday life. (3-ESS3-1) |
| Connections to other DCIs in third grade: N/A | | |
| Articulation of DCIs across grade-levels: K.ESS2.D (3-ESS2-1); K.ESS3.B (3-ESS3-1); K.ETS1.A (3-ESS3-1); 4.ESS2.A (3-ESS2-1); 4.ESS3.B (3-ESS3-1); 4.ETS1.A (3-ESS3-1); 5.ESS2.A (3-ESS2-1); MS.ESS2.C (3-ESS2-1),(3-ESS2-2); MS.ESS2.D (3-ESS2-1),(3-ESS2-2); MS.ESS3.B (3-ESS3-1) | | |
| Kentucky Academic Standards Connections: ELA/Literacy – RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3-ESS2-2) RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. (3-ESS2-2) W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. (3-ESS3-1) W.3.7 Conduct short research projects that build knowledge about a topic. (3-ESS3-1) W.3.9 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3-ESS2-2) Mathematics – MP.2 Reason abstractly and quantitatively. (3-ESS2-1),(3-ESS2-2),(3-ESS3-1) MP.4 Model with mathematics. (3-ESS2-1),(3-ESS2-2), (3-ESS3-1) MP.5 Use appropriate tools strategically. (3-ESS2-1) 3.MD.A.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3-ESS2-1) 3.MD.B.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in bar graphs. (3-ESS2-1) | | |

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Barren County Schools

Social Studies Curriculum

Social Studies Curriculum

| Sub-domain | Grade 5 |
|------------------------|---------|
| Government and Civics | 20% |
| Cultures and Societies | 10% |
| Economics | 15% |
| Geography | 20% |
| Historical Perspective | 35% |

Economics

(Suggested material to use: *Children in the Marketplace*)

- Review economics terms from K-2
- Review resources and master that there are human (people), capital (things that are used to make other things) and natural (existing in nature such as water) resources.
- Compare and contrast wants/needs and good/services.
- Recognize the various services of a bank and the role of business in the economic system. Know that private businesses offer goods and services for profit.
- Master that markets are institutional arrangements that enable buyers and sellers to exchange goods and services.
- Introduce the importance of manufacturing in society.
- Introduce: unlimited wants (desiring more things than can possibly be had), economics (the study of production, distribution, exchange and consumption of goods and services), free enterprise (where businesses seek to make a profit by producing and selling goods and services), revenue (receipts of a government or business), specialization (producing a narrower range of goods and services than are consumed), interdependence (working with others to supply needs and wants), and entrepreneur (someone who takes a chance and starts a business).
- Introduce that people and society create economic systems and institutions.

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- Introduce that price and availability of goods and services are determined by supply and demand.
- Introduce the components of a budget.

Historical Perspective/Culture and Society

Ancient Rome

A. Background

- (1) Define B.C./A.D. and B.C.E./C.E.
- (2) The legend of Romulus and Remus
- (3) Latin as the language of Rome
- (4) Gods and goddesses, largely based on Greek religion
- (5) The Republic: Senate, Patricians, Plebeians

B. The Empire

- (1) Julius Caesar
 - (a) Defeats Pompey in civil war, becomes dictator
 - (b) "Veni, vidi, vici" ("I came, I saw, I conquered")
 - (c) Cleopatra of Egypt
 - (d) Caesar assassinated in the Senate, Brutus
- (2) Augustus Caesar
- (3) Life in the Roman Empire
 - (a) The Forum: temples, marketplaces, etc.
 - (b) The Colosseum: circuses, gladiator combat, chariot races
 - (c) Roads, bridges, and aqueducts
- (4) Eruption of Mt. Vesuvius, destruction of Pompeii
- (5) Persecution of Christians

C. The "Decline and Fall" of Rome

- (1) Weak and corrupt emperors, legend of Nero fiddling as Rome burns

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- (2) Civil wars
- (3) City of Rome sacked

D. The Eastern Roman Empire: Byzantine Civilization

- (1) The rise of the Eastern Roman Empire, known as the Byzantine Empire
- (2) Constantine, first Christian emperor
- (3) Constantinople (now called Istanbul) merges diverse influences and cultures.
- (4) Justinian, Justinian's code

IV. The Vikings

- (1) From area now called Scandinavia (Sweden, Denmark, Norway)
- (2) Also, called Norsemen, they were skilled sailors and shipbuilders.
- (3) Traders, and sometimes raiders of the European coast
- (4) Eric the Red and Leif Ericson (Leif "the Lucky")
- (5) Earliest Europeans (long before Columbus) we know of to come to North America
Locate: Greenland, Canada, Newfoundland

V. The Earliest Americans

A. Crossing the Land Bridge

- (1) During the Ice Age, nomadic hunters cross what was a land bridge from Asia to North America (now the Bering Strait). Different peoples, with different languages and ways of life, eventually spread out over the North and South American continents. These early peoples include:
 - (a) Inuits (Eskimos)
 - (b) Anasazi, pueblo builders and cliff dwellers
 - (c) Mound builders
- (2) Importance of Kentucky archeological Sites (Review 1st)

B. Native Americans

- (1) In the Southwest
 - (a) Pueblos (Hopi, Zuni)
 - (b) Dine (Navajo)
 - (c) Apaches
- (2) Eastern "Woodland" Indians
 - (a) Woodland culture: wigwams, longhouses, farming, peace pipe,

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Shaman and Sachem

Early Native American tribes of Kentucky: Woodland Period (1000 BC-1000AD) Late Prehistoric Period (1000-1800 AD)
Mississippians Indians, Fort Ancient Indians

(b) Major tribes and nations (such as Cherokee Confederacy, Seminole, Powhatan, Delaware, Susquehanna, Mohican Massachusett, Iroquois Confederacy

VI. Early Exploration of North Americans

Early Spanish Exploration and Settlement

- (1) Settlement of Florida
- (2) Ponce de Leon
- (3) Hernando de Soto
- (4) Founding of St. Augustine (oldest continuous European settlement in what is now the U.S.)
- (5) Geography: Caribbean Sea, West Indies, Puerto Rico, Cuba, Gulf of Mexico, Mississippi River

Exploration and Settlement of the American Southwest

- (1) Early Spanish explorers in the lands that are now the states of Texas, New Mexico, Arizona, and California; missionary settlements (missions), especially in Texas and California
- (2) Coronado and the legend of the "Seven Cities of Cibola" (of Gold)
- (3) Geography: Grand Canyon and Rio Grande
- (4) Conflicts with Pueblo Indians

The Search for the Northwest Passage

- (1) Many explorers undertook the perilous, sometimes fatal, voyage to find a short cut across North America to Asia, including:

John Cabot: Newfoundland
Champlain: New France" and Quebec
Henry Hudson: the Hudson River

- (2) Geography
 - a. "New France" and Quebec
 - b. Canada, St. Lawrence RiverThe Great Lakes: Superior, Michigan, Huron, Erie, Ontario

VII. The Thirteen Colonies: Life and Times Before Revolution **Southern Colonies**

(1) Southern colonies: Virginia, Maryland, North Carolina, South Carolina, Georgia

(2) Virginia

- a. Chesapeake Bay, James River
- b. 1607: three ships of the London Company (later called the Virginia Company) arrive in Virginia, seeking gold and other riches
- c. Establishment of Jamestown, first continuous English colony in the New World
- d. Trade with Powhatan Indians (see also Eastern "Woodland" Indians, above)
- e. John Smith
- f. Pocahontas, marriage to John Rolfe
- g. Diseases kill many people, both colonist and Indians
- h. The Starving Time
 - I. Clashes between American Indians and English colonists
- j. Development of tobacco as a cash crop, development of plantations
- k. 1619: slaves brought to Virginia

(3) Maryland

- a. A colony established mainly for Catholics
- b. Lord Baltimore

(4) South Carolina

- a. Charleston
- b. Plantations (rice, indigo) and slave labor

(5) Georgia

- a. James Oglethorpe's plan to establish a colony for English debtors

(6) Slavery in the Southern colonies

- a. Economic reasons that the Southern colonies came to rely on slavery (for example, slave labor on large plantations)
- b. The difference between indentured servant and slaves; slaves as property
- c. The Middle Passage

B. New England Colonies

- (1) New England colonies: Massachusetts, New Hampshire, Connecticut, Rhode Island
- (2) Gradual development of maritime economy: fishing and shipbuilding
- (3) Massachusetts
 - a. Colonists seeking religious freedom: in England, an official "established" church (the Church of England), which did not allow people to worship as they chose
 - b. The Pilgrims
 - 1. From England to Holland to Massachusetts
 - 2. 1620: Voyage of the Mayflower
 - 3. Significance of the Mayflower Compact
 - 4. Plymouth, William Bradford
 - 5. Helped by Wampanoag Indians: Massasoit, Tisquantum (Squanto)
 - c. The Puritans
 - 1. Massachusetts Bay Colony, Governor John Winthrop: "We shall be as a city upon a hill."
 - 2. Emphasis on reading and education, the *New England Primer*
- (4) Rhode Island
 - a. Roger Williams: belief in religious toleration
 - b. Anne Hutchinson

C. Middle Atlantic Colonies

- (1) Middle Atlantic colonies: New York, New Jersey, Delaware, Pennsylvania
- (2) New York
 - a. Dutch settlements and trading posts in "New Netherland"
 - b. Dutch West India Company acquires Manhattan Island and Long Island through a (probably misunderstood) purchase from the Indians; Dutch established New Amsterdam (today, New York City)
 - c. English take over from the Dutch, rename the colony New York
- (3) Pennsylvania

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- a. William Penn
- b. Society of Friends, "Quakers"
- c. Philadelphia

Geography

Geography: Spatial Sense

- Name your continent, country, state and community
- Understand that maps have keys or legends with symbols and their uses
- Find directions on a map: east, west, north, south
- Identify major oceans: Atlantic, Pacific, Arctic, Indian
- Review the 7 continents
- Locate: Canada, United States, Mexico, Central America
- Locate: North and South Poles, Equator, Northern and Southern Hemispheres
- Measure straight line distances using a bar scale
- Use an atlas and, if available, on-line sources to find geographical information
- Terms to know: peninsula, harbor, bay, island, coast, valley, desert, oasis, prairie, and **add** boundary, channel, delta, isthmus, plateau, reservoir, strait

Canada

- Locate in relation to the United States
- French and British heritage, French-speaking Quebec
- Rocky Mountains
- Hudson Bay, St. Lawrence River, Yukon River
- Divided into provinces
- Major cities including Montreal, Quebec, Toronto

Important Rivers of the World

- Terms: source, mouth, tributary, drainage basin
- Asia: Ob, Yellow (Huang He), Yangtze (Chang Jiang), Ganges, Indus
- Africa: Nile, Niger, Congo

2017 3rd Grade Curriculum

- South America: Amazon, Parana, Orinico
- North America: Mississippi and major tributaries, Mackenzie, Yukon
- Australia: Murray-Darling
- Europe: Volga, Danube, Rhine
- Important Kentucky Rivers: Kentucky, Ohio, Mississippi

Geography of America

- The 13 colonies by region: New England, Middle Atlantic, Southern
- Differences in climate from north to south: corresponding differences in agriculture (subsistence farming in New England, gradual development of large plantations in the South)
- Important cities in the development of trade and government: Philadelphia, Boston, New York, Charleston

Geography of Kentucky

- Locate and name states surrounding Kentucky: Tennessee, Virginia, West Virginia, Ohio, Indiana, Illinois, Missouri, Arkansas
- Locate Cumberland Gap Appalachian Mountains
- Regions of Kentucky: Eastern Mountains, Coal Field Regions, Western Coal Fields

Government

Review government: July 4th, The Constitution, Immigration

Review civics: citizenship, civil rights

The rest of government/civics **integrated throughout historical perspective section.**

Barren County Schools

Practical Living

Big Idea: Personal Wellness (Health Education)

Wellness is maximum well-being, or total health. Personal Wellness is a combination of physical, mental, emotional, spiritual and social well-being. It involves making choices and decisions each day that promote an individual's physical well-being, the prevention of illnesses and diseases, and the ability to remain, physically, mentally, spiritually, socially and emotionally healthy.

Academic Expectations

- 2.29** Students demonstrate skills that promote individual well-being and healthy family relationships.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.32** Students demonstrate strategies for becoming and remaining mentally and emotionally healthy.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 4.1** Students effectively use interpersonal skills.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- individuals have a responsibility to maintain a healthy lifestyle.
- changes are normal and each individual is unique in the growth and development process.
- responsibility to others enhances social interactions skills.
- media and use of technology (e.g., television, computers, MP3 Players, electronic/arcade games) can influence personal health.
- behavioral choices affect physical, mental, emotional and social well-being and can have positive or negative consequences on one's health.
- positive health habits can help prevent injuries and the spreading of diseases to self and others.

Primary Skills and Concepts – Personal and Physical Health

Students will

- demonstrate awareness of the concept of responsibility to oneself and others
- identify relationships between personal health behaviors and individual well-being
- describe how the family, physical and social environments influence personal health
- recognize indicators of mental/emotional, social, and physical health during childhood
- explain why growth and development are unique to each individual
- describe how diet, exercise, and rest affect the body

Big Idea: Personal Wellness (Health Education) – Continued

Primary Skills and Concepts – Social, Mental and Emotional Health

Students will

- demonstrate social interaction skills by:
 - o using etiquette, politeness, sharing and other positive social interaction skills
 - o working and playing collaboratively in large and small groups
 - o using appropriate means to express needs, wants and feelings
 - o describing characteristics needed to be a responsible friend and family member
 - o practicing attentive listening skills that build and maintain healthy relationships
 - o identifying the differences between verbal and nonverbal communication
 - o identifying social interaction skills that enhance individual health
- explain how an individual's attitude can affect one's personal health
 - o social health: getting along with others, serving as team members
 - o emotional health: expressing feelings, self-concept
- define and identify ways to manage stress (e.g., exercise, drawing/writing/talking about feelings)

Primary Skills and Concepts – Family and Community Health

Students will

- describe ways technology and media influence:
 - o family
 - o feelings and thoughts
 - o physical, social, and emotional health

Primary Skills and Concepts – Communicable, Non-Communicable and Chronic Diseases Prevention

Students will

- identify and practice personal health habits (e.g., hand washing, care of teeth and eyes, covering coughs and sneezes, sun protection) which affect self and others in the prevention and spread of disease
- describe the reasons for regular visits to health care providers

Primary Skills and Concepts – Alcohol, Tobacco and Other Drugs

Students will

- identify the differences between the use/misuse of alcohol, tobacco and other drugs and the effects they have on the body

Big Idea: Nutrition (Health Education)

Proper nutrition is critical to good health. To maintain a healthy weight, good dietary habits and physical activity are essential. Nutritious foods are necessary for growth, development and maintenance of healthy bodies.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.31** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 3.5** Students will demonstrate self-control and self-discipline.
- 5.1** Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use decision-making process to make informed decisions among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- proper nutrition is essential to growth and development.
- nutrients provide energy for daily living.
- resources are available to assist in making nutritional choices.

Primary Skills and Concepts

Students will

- explain why foods are needed by the body (growth, energy)
- identify the six nutrients
- investigate the role of the digestive system in nutrition
- describe the reasons why an individual needs to eat breakfast
- identify the food groups and the recommended number of daily servings to be eaten from each group
- apply the decision-making process in making healthful food choices

Big Idea: Safety (Health Education)

Accidents are a major cause of injury and death to children and adolescents. Unintentional injuries involving motor vehicles, falls, drowning, fires, firearms, and poisons can occur at home, school and work.

Safe behavior protects a person from danger and lessens the effects of harmful situations.

Academic Expectations

- 2.3** Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 3.2** Students will demonstrate the ability to maintain a healthy lifestyle.
- 4.3** Students individually demonstrate consistent, responsive, and caring behavior.
- 4.4** Students demonstrate the ability to accept the rights and responsibilities for self and others.
- 5.1** Students use skills such as analyzing, prioritizing, categorizing, evaluating and comparing to solve a variety of problems in real-life situations.
- 5.4** Students use a decision-making process to make informed decisions among-options.

Primary Enduring Knowledge – Understandings

Students will understand that

- safety practices and procedures help prevent injuries and provide a safe environment.
- community resources are available to assist in hazardous situations.

Primary Skills and Concepts

Students will

- explain and practice safety rules/procedures for crossing streets, riding in cars/buses, loading/unloading buses, and using playground equipment
- identify and explain how to help prevent injuries at home and at school (e.g., seat belts, helmets, knee pads)
- explain and demonstrate school and home safety procedures (e.g., tornado, fire, earthquake drills)
- demonstrate awareness of how to avoid danger (e.g., fires, strangers)
- identify procedures and practices for obtaining emergency assistance and information (e.g., fire department, police department, poison control, ambulance service, when to call 911)
- identify the available health and safety agencies in a community and the services they provide (e.g., health department, fire department, police, ambulance services)

Big Idea: Psychomotor Skills (Physical Education)

Cognitive information can be used to understand and enhance the development of motor skills such as movement sequences and patterns. Individuals who understand their bodies and how to perform various movements will be safer and more productive in recreation and work activities. Development of psychomotor skills contributes to the development of social and cognitive skills.

Academic Expectations

2.31 Students demonstrate the knowledge and skills they need to remain physically healthy and to accept responsibility for their own physical well-being.

2.34 Students perform physical movements skills effectively in a variety of settings.

2.35 Students demonstrate knowledge and skills that promote physical activity and involvement in physical activity throughout lives.

4.1 Students effectively use interpersonal skills.

Primary Enduring Knowledge – Understandings

Students will understand that

- spatial awareness, motor skills and movement patterns are needed to perform a variety of physical activities.
- movement concepts, principles and strategies apply to the learning and performance of physical activities.

Primary Skills and Concepts

Students will

- demonstrate fundamental motor skills (e.g., locomotor, non-locomotor, object manipulation) and movement concepts (e.g., body control, space awareness)
- demonstrate fundamental motor skill aspects of performance
- utilize fundamental motor skills and movement concepts to create movement sequences
- demonstrate the contrast between slow and fast movements while traveling
- demonstrate relationships (e.g., over, under, front and back, side-by-side, leading and following) with other people and objects
- define the role personal and general space has in movement
- work in group settings without physically interfering with others
- develop basic manipulative skills (e.g., throwing, catching, kicking, striking)

Big Idea: Lifetime Physical Wellness (Physical Education)

Lifetime Wellness is health-focused. The health-related activities and content utilized are presented to help students become more responsible for their overall health status and to prepare each student to demonstrate knowledge and skills that promote physical activity throughout their lives. Physical education uses physical activity as a means to help students acquire skills, fitness, knowledge and attitudes that contribute to their optimal development and well-being. Physical, mental, emotional, and social health is strengthened by regular involvement in physical activities.

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- 3.1** Students demonstrate positive growth in self-concept through appropriate tasks or projects.
- 3.2** Students demonstrate the ability to maintain a healthy lifestyle.
- 3.7** Students demonstrate the ability to learn on one's own.
- 4.2** Students use productive team membership skills.

Primary Enduring Knowledge – Understandings

Students will understand that

- physical activity provides opportunities for social interaction, challenges, and fun.
- participation in regular physical activity has physical, mental, and social benefits.
- practice is a basic component for improving sport skills.
- rules impact effective participation in physical activities.
- personal and social behavior that shows respect to self and others impacts enjoyment and safety in physical activity settings.
- regular participation in health-related, physical activity supports the goals of fitness and a healthier lifestyle throughout life.

Primary Skills and Concepts

Students will

- identify likes and dislikes connected with participating in sports and physical activities (e.g., enjoyment, challenge, maintaining fitness, teamwork)
- identify benefits gained from regular participation in physical activities and describe activities that will promote a physically active lifestyle
- identify the physiological and psychological changes in the body during physical activity
- participate in daily physical activity during and after school
- explain the importance of practice for improving performance in games and sports for individuals when participating in a variety of physical activities and games:
 - o explain why rules are used (e.g., safety, fairness)
 - o differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying)
 - o practice cooperation strategies with partners and small groups
- demonstrate and describe the concept of sportsmanship (e.g., rules, fair play) in regard to games and activities
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- explore and identify a variety of physical activities that enhance the health related fitness components

Barren County Schools

Vocational Studies

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Barren County Schools

Vocational Studies Curriculum

Big Idea: Consumer Decisions

Individual and families need to make consumer decisions due to the numerous products/services on the market, multiple advertising techniques, and the need to make responsible financial management decisions. Accessing and assessing consumer information, comparing and evaluating products and services, provides basis for making effective consumer decisions. Consumer decisions influence the use of resources and the impact they have on the community and environment.

Academic Expectations

- 2.30** Students evaluate consumer products and services and make effective consumer decisions.
- 2.33** Students demonstrate the skills to evaluate and use services and resources available in their community.
- 5.4** Students use a decision-making process to make informed decisions among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- basic economic concepts are important for consumer decision-making.
- consumer decisions are influenced by economic and social factors.
- consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment.

Primary Skills and Concepts

Students will

- develop an understanding of how consumer decisions are influenced by economic and social factors by:
 - recognizing that consumers are people whose wants are satisfied by using goods and services
 - recognizing that producers are people who make goods and provide services
 - describing the steps in making consumer decisions
 - identifying the difference between wants and needs (e.g., food, clothing, and shelter) and the relationship to consumer decisions
 - describing major factors (e.g., price, quality, features) to consider when making consumer decisions
 - defining barter, giving examples of bartering (e.g., trading baseball cards with each other), and explaining how money makes it easier for people to get things they want
 - recognizing the relationship between supply and demand and the dependence one has on others to provide for wants and needs
 - identifying the ways friends may influence your decisions when making purchases
 - recognizing how media and advertising affect consumer decisions
- investigate media advertisements and newspaper stories that influence consumer decisions
- explore and use technology to access information as a consumer
- describe how consumer actions (e.g., reusing, reducing, recycling) influence the use of resources and impact the environment by:
 - describing some community activities that promote healthy environments

Big Idea: Financial Literacy

Financial literacy provides knowledge so that students are responsible for their personal economic wellbeing. As consumers, individuals need economic knowledge as a base for making financial decisions impacting short and long term goals throughout one's lifetime. Financial literacy will empower students by providing them with the skills and awareness needed to establish a foundation for a future of financial responsibility and economic independence.

Academic Expectations

2.30 Students evaluate consumer products and services and make effective consumer decisions.

2.33 Students demonstrate the skills to evaluate and use services and resources available in their community.

5.4 Students use a decision-making process to make informed decisions among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- financial decisions impact the achievement of short and long-term goals.
- saving money is a component of financial decision-making.

Primary Skills and Concepts

Students will

- identify goals pertaining to money that might affect individuals and families
- investigate different ways to save money (e.g., piggy bank, local bank, savings bonds)

Big Idea: Career Awareness, Exploration, Planning

Career awareness, exploration and planning gives students the opportunity to discover the various career areas that exist and introduce them to the realities involved with the workplace. Many factors need to be considered when selecting a career path and preparing for employment. Career awareness, exploration and planning will enable students to recognize the value of education and learn how to plan for careers.

The relationship between academics and jobs/careers will enable students to make vital connections that will give meaning to their learning.

Academic Expectations

2.36 Students use strategies for choosing and preparing for a career.

2.37 Students demonstrate skills and work habits that lead to success in future schooling and work.

5.4 Students use a decision-making process to make informed decision among options.

Primary Enduring Knowledge – Understandings

Students will understand that

- people need to work to meet basic needs.
- the connection between work and learning can influence one's future job/career.

Primary Skills and Concepts

Students will

- communicate the concepts of work and career
- examine and group careers found in the community
- identify that people need to work (e.g., chores, jobs, employment) to meet basic needs (e.g., food, clothing, shelter)
- describe the different job opportunities are available in the community
- explain different jobs/careers that use what they learn in school (e.g., mathematics, reading/writing, science, social studies) impacts future jobs/careers

Big Idea: Employability Skills

Employability skills will focus on student's competencies with their work habits and academic/technical skills that will impact an individual's success in school and workplace. School-to-work transition skills will help students develop interpersonal skills and positive work habits.

Academic Expectations

- 2.36** Students use strategies for choosing and preparing for a career.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.
- 3.6** Students demonstrate the ability to make decisions based on ethical values.
- 4.1** Students effectively use interpersonal skills.
- 4.2** Students use productive team membership skills.

Primary Enduring Knowledge – Understandings

Students will understand that

- interpersonal skills are needed to be a responsible friend, family and team member.
- attitudes and work habits contribute to success at home, school and work.

Primary Skills and Concepts

Students will

- identify how interpersonal skills are needed to be a responsible friend, family and team member by:
 - identifying ways to cooperate at both home and school
 - learning the importance of working with others in groups
 - demonstrating how to work cooperatively by contributing ideas, suggestions and efforts
- describe how attitudes and work habits contribute to success at home, school and work by:
 - describing study skills needed in the school
 - describing how attitude can impact an individual's performance at school
 - learning how to follow routines (e.g., rules, schedules, directions) with minimal supervision
- describe the importance of working hard and efficiently (e.g., taking pride in one's work, being on task)
- examine potential job/careers in the community

Big Idea: Communication/Technology

Special communication/technology skills are needed for success in schooling and in the workplace. Students will be able to express information and ideas using a variety of technologies in various ways.

Academic Expectations

- 1.16** Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.
- 2.37** Students demonstrate skills and work habits that lead to success in future schooling and work.

Primary Enduring Knowledge – Understandings

Students will understand that

- technology in school and the workplace can enhance learning and provide access to information and resources.
- communication skills are essential for jobs/careers.

Primary Skills and Concepts

Students will

- explore how technology is used in different jobs/careers
- investigate how technology in school and at work enhances learning and provide access to information and resources by:
 - identifying technology tools (e.g., electronic games, phones, computers) that are used in homes and schools
- identify ways written communication skills are used at school and in the workplace

Barren County Schools

Arts and Humanities

The new standards for Dance, Theater, Media Arts, Music and Visual Arts
can be downloaded at:

<http://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx>