



**3rd Grade Curriculum Standards**  
**Forest Hills Lutheran Christian School**

## Table of Contents

<b>Math</b>	<b>3</b>
<b>Science</b>	<b>10</b>
<b>Social Studies</b>	<b>12</b>
<b>English Language Arts</b>	<b>14</b>
<b>Christian Studies</b>	<b>21</b>
<b>Physical Education</b>	<b>24</b>
<b>Fine Arts</b>	<b>26</b>

## **Math**

### **Statement of Belief**

At Forest Hills Lutheran Christian School, we believe that math instruction should be grounded in number sense and a solid understanding of basic math facts as well as an ability to apply those facts in real-life settings. These skills are developed by continuous review, enabling the students to build new knowledge on prior learning. Math concepts are first presented in concrete, hands-on form. Then, deeper understanding develops as students are challenged by more abstract concepts. Throughout instruction, students will be encouraged to reflect on the orderliness and dependability of God, exemplified by His creation.

Third grade students should continue to master previously acquired concepts and procedures, applying them to higher-level problem solving and deductive reasoning. Emphasis is placed on consistent practice and multiple approaches to solving different types of problems.

Forest Hills Lutheran Christian School has formally adopted the curriculum standards outlined in the program, Math in Focus. These standards can be found [here](#).

## **3rd Grade Math Standards**

### **Number and Operations**

#### Number Representation

- Represent numbers to 10,000 in different equivalent forms

#### Count

- Count to 10,000
- Count by hundreds and thousands

#### Compare and Order

- Compare and order whole numbers to 10,000

#### Place Value

- Use place value models to read, write, and represent numbers to 10,000

#### Fraction Concepts

- Understand the meanings and uses of fractions including fraction of a set.
- Understand that the size of a fractional part is relative to the size of the whole.
- Compare fractions using models and number lines.
- Identify equivalent fractions through the use of models, multiplication, division, and number lines
- Add and subtract like fractions

#### Money

- Add and subtract money.

- Solve real-world problems involving addition and subtraction of money.

#### Decimal Concepts

- Use the dollar sign and decimal point in money amounts.

#### Whole number Computation

- Model regrouping in addition and subtraction using place value strategies
- Add and subtract whole numbers to 10,000.
- Solve addition and subtraction problems with greater numbers by using a bar model.
- Multiply and divide with 6, 7, 8, and 9.
- Represent multiplication in different ways.
- Model division in different ways.
- Multiply 1s, 10s, and 100s with and without regrouping.
- Apply properties of addition and multiplication properties to multiply
- Divide 10s and 1s with and without regrouping, no remainder
- Use bar models to represent multiplication and division situations.
- Solve one- and two-step multiplication and division problems.

#### Fraction/Decimal Computation

- Add and subtract like fractions.
- Add and subtract money amounts.

#### Estimation and Mental Math

- Use mental math strategies to add subtract, multiply, and divide.
- Use mental computation and estimation to assess the reasonableness of answers.
- Use front-end estimation and rounding to estimate sums and differences.

## **Algebra**

#### Patterns

- Create and describe multiplication and division patterns.
- Skip count by 6s, 7s, 8s, and 9s.
- Analyze number and counting patterns.

#### Properties

- Understand that multiplication and division are related.
- Create and explain multiplication and division patterns
- Model, define, and explain properties of multiplication.

#### Number Theory

- Identify odd and even numbers.

#### Functional Relationships

- Understand the relationships between the numbers in multiplication-division fact families.
- Describe number relationships in context.

#### Expressions/models

- Use a variety of concrete, pictorial, and symbolic models for multi-digit addition, subtraction, multiplication, and division.

#### Number Sentences and Equations

- Write multiplication and division number sentences.
- Write and solve number sentences for one- and two step real-world problems.
- Determine the missing parts (quantities or symbols) in number sentences.
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#### Equalities and Inequalities

- Understand equality and inequality.
- Write and solve inequalities.

## **Geometry**

#### Lines and Angles

- Identify perpendicular and parallel lines.
- Identify right angles and compare angles to right angles.

#### Two-Dimensional Shapes

- Describe, analyze, compare, and classify two-dimensional shapes by their sides and angles.
- Classify and sort polygons and quadrilaterals by attributes and properties.
- Investigate composing and decomposing two-dimensional shapes.
- Use attributes and properties to solve problems.
- Find and compare the area of plane figures in different square units.

#### Congruence and Symmetry

- Identify symmetrical figures and one line of symmetry.
- Solve problems involving congruency.

#### Transformations

- Identify pairs of shapes that show a flip, slide, and turn.
- Demonstrate that figures and their flip, slide, and turn images are congruent.

## **Measurement**

#### Length and Distance

- Select appropriate units and tools to estimate and measure length.
- Use meter sticks, 12-inch rulers, and yardsticks to measure length.
- Measure length to the nearest half inch and inch.
- Use referents to estimate distance.
- Estimate and measure length, distance, and height in meters, centimeters, and kilometers.
- Convert among metric units of length.
- Solve one- and two-step real-world problems in measurement.

#### Weight/Mass

- Select appropriate units and tools to estimate and measure weight.
- Use referents to estimate weight.
- Estimate and find masses of objects.
- Convert among units of mass.

#### Volume/Capacity

- Select appropriate tools and units to estimate and measure volume and capacity.
- Determine the volume and capacity of a container.
- Recognize the relationship among units of customary capacity.
- Use referents to estimate capacity.
- Estimate and measure capacity in liters and milliliters.
- Convert among metric units of capacity.

#### Time

- Read time on a digital clock.
- Convert between hours and minutes.
- Determine elapsed time
- Add and subtract units of time.

#### Temperature

- Read a Fahrenheit thermometer.
- Choose the appropriate tool and unit to measure temperature.
- Use referents to estimate temperature.

#### Angles

- Compare angles to right angles.

#### Perimeter

- Measure perimeter of plane figures.
- Choose the appropriate tool, unit, and strategy to measure perimeter.
- Estimate the perimeter of surfaces and objects.

#### Area

- Find and compare the area of plane figures in different square units.
- Make different plane figures with the same area.
- Estimate area of small and large surfaces.
- Compare the area and perimeter of two plane figures
- Find the area of rectangles and composite figures.

#### Surface Area and Volume

- Decompose solid figures to find the surface area.
- Estimate and measure volume in cubic units.

### **Data Analysis**

#### Classifying and Sorting

- Classify and sort polygons and quadrilaterals by attributes and properties.

- Collect and organize data in bar graphs and line plots.

#### Interpret/Analyze Data

- Interpret picture and bar graphs with scales.
- Use frequency tables, bar graphs, picture graphs, and line plots to solve real-world problems.

### **Problem Solving**

#### Build skills through problem-solving

- Build skills in addition, subtraction, multiplication, division, and measurement through problem solving.

#### Solving Real World Problems

- Solve real-world problems involving addition, subtraction, multiplication, division, and measurement.

#### Using Appropriate Strategies and thinking skills to solve problems

- Apply problem-solving strategies in Put on Your Thinking Cap! and problem solving activities.

#### Apply and Explain problem Solving

- Apply and explain problem solving processes in Put on Your Thinking Cap! and other activities.

#### Explore Concepts

- Explore concepts more deeply and justify reasoning in Let's Explore and Hands On activities.
- Apply Thinking Skills in Put on Your Thinking Cap!, Challenging Practice, and Problem Solving activities.

#### Investigative Mathematical Ideas

- Further investigate mathematical ideas by completing critical thinking skills activities.

#### Identify, Demonstrate, and Explain Mathematical Proof

- Demonstrate that figures and their flip, slide, and turn images are congruent.
- Identify pairs of shapes that show a flip, slide, and turn.
- Interpret bar graphs with scales.
- Create and analyze multiplication and division patterns.

#### Use a variety of Reasoning skills

- Model, define, and explain properties of multiplication.
- Explore the inverse relationship between multiplication and division.
- Use estimation to check reasonableness.

### **Communication**

#### Consolidate Mathematical Thinking

- Present mathematical thinking through Math Journal activities.

#### Communicate with Peers, teachers, and others

- Discuss mathematical ideas in Let's Explore activities.
- Work together in pairs or groups in Let's Explore, Games, and other activities.

Share Mathematical thinking

- Share mathematical ideas with others during Let's Explore and Hands-On activities.

Express Mathematical ideas

- Express ideas in Math Journal activities, using lesson vocabulary.
- Use chapter and lesson vocabulary correctly.

## **Connections**

Recognize connections in mathematical ideas.

- Apply the inverse relationship between multiplication and division.
- Understand that the size of a fractional part is relative to the size of the whole.
- Connect the units of customary capacity to one another.
- Understand the relationships between the numbers in multiplication-division fact families.

Understand how concepts build on One Another

- Understand the meanings and uses of fractions including fraction of a set.
- Use addition, subtraction, multiplication, and division to construct and analyze graphs, frequency tables, and line plots

Solve Real-World Problems in Contexts outside of mathematics

- Solve real-world problems involving addition, subtraction, multiplication, division, and measurement.
- Solve real-world problems related to money.

## **Representation**

Use Representation to model, organize, and record

- Use place value models to read, write, and represent numbers to 10,000.
- Represent numbers in different equivalent forms
- Use the dollar sign and decimal point in money amounts.
- Solve addition and subtraction problems with greater numbers by using a bar model
- Represent multiplication and division in different ways
- Use a variety of representations for multiplication and division, such as arrays, area models, number lines, grouping, and sharing.
- Determine the missing parts (quantities or symbols) in number sentences.
- Create and analyze multiplication and division patterns.
- Identify a rule for number and counting patterns.

Select and Apply representations to model problems

- Use a variety of models to represent fractions and equivalent fractions.
- Use a variety of concrete, pictorial, and symbolic models and tools for multidigit addition, subtraction, multiplication, and division.



- Use customary measuring tools to measure length, weight, and capacity.

#### Interpret Phenomena through Representations

- Use frequency tables, bar graphs, picture graphs, and line plots to solve problems
- Solve real-world problems involving social situations.
- Solve real-world problems related to money
- Use technology (virtual manipulatives and computers) to model and draw.
- Use a calculator to model, compute, and solve problems.

# **Science**

## **Statement of Belief**

Science is taught at Forest Hills Lutheran Christian School so that students gain an appreciation and respect for God's creation. By using natural curiosity, hands-on activities, and the scientific method, students will discover and express the orderliness and complexity of creation. We want our students to use science to help them explore and recognize God's involvement in creation. This recognition should lead to a sense of personal responsibility in caring for themselves, others, and the world around them.

Forest Hills has formally adopted the Next Generation Science Standards as their guiding standards for instruction. These standards can be found [here](#). The following is a summary, taken from pages 22-29 outlining the standards in four major strands: Physical Science, Life Science, Earth Science, and Science and Technology.

## **Physical Science**

### **3-PS2**            **Motion and Stability: Forces and Interactions:**

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.

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.

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.

3-PS2-4            Define a simple design problem that can be solved by applying scientific ideas about magnets.

### **3-LS1**            **From Molecules to Organisms:**

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.

### **3-LS2**            **Ecosystems: Interactions, Energy, and Dynamics**

3-LS2-1            Construct an argument that some animals form groups that help members survive.

### **3-LS2-1**            **Heredity: Inheritance and Variation of Traits**

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.

3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.

**3-LS4 Biological Evolution: Unity and Diversity**

3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.

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.

3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

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.

**3-ESS2 Earth's Systems**

3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.

**3-ESS-3 Earth and Human Activity**

3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.

**3-5-ETS1 Engineering Design**

3-5-ETS1-1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time or cost.

3-5-ETS1-2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

3-5-ETS1-3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can improve.

## **Social Studies**

### **Statement of Belief**

At Forest Hills Lutheran Christian School, we believe that God created the world and everyone in it, each unique with their own perspectives and cultures. It is important to prepare students to be citizens in a global community and understand the world around them. In order to do that, students must have an understanding of the past. This will help them understand how the past has shaped our present so they can go out and better shape our future. This is done through focused studies of world history and civilizations, current geography and cultures, and modern American history.

Forest Hills Lutheran Christian School has formally adopted the [Oregon State Standards](#).

### **Third Grade Social Studies**

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemp

#### **Historical Knowledge**

Relate significant events and eras in local, state, United States, and world history to past and present issues and developments.

- 3.1. Describe how significant people, events and developments have shaped their own community And region.
- 3.2. Compare and contrast the history of their own community to other communities in the region.

#### **Historical Thinking**

Use multiple perspectives, primary sources, context, and reasoning skills to understand the significance of events, people, ideas and institutions.

- 3.3 Apply research skills and technologies to gather information about the past in the region.
- 3.4. Describe local communities and regions past and present.
- 3.5. Explain how some sources are more useful for answering historical questions than others.

#### **Geography**

Understand and use geographic skills and concepts to interpret contemporary and historical issues.

- 3.6. Identify hemispheres, continents and oceans using globes and maps.
- 3.7 Use a simple grid system, symbols, and other information to locate the physical and political Features of places on maps and globes.

- 3.8. Identify links of land, region's, river systems, interstate highways between Oregon and other states.
- 3.9 Describe physical and human characteristics of tribal regions in Oregon and North America.
- 3.10. Identify and compare physical features of Oregon and other Northwestern states.
- 3.11. Explain the influence of humans (traders, immigrants, indigenous, current residents) on Oregon's and the Northwest's physical systems.
- 3.12. Identify and analyze Oregon's natural resources and describe how people in Oregon and other Parts of the world use them.
- 3.13. Identify how people have adapted to and have changed the physical geography of the Community.

### **Civics and Government**

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

- 3.14. Describe how different levels of government provide services and protect citizens.
- 3.15. Describe the responsibilities of citizens in their community and state.

### **Economics/Financial Literacy**

Understand economic concepts and principles and how available resources are allocated in a marked and other economies. Understand and apply knowledge and skills to manage one's financial resources effectively for lifetime financial security.

- 3.16. Describe the relationship between producers and consumers.
- 3.17. Explain the issue of scarcity to personal, community, regional, and world resources.

### **Social Science Analysis**

Design and implement strategies to research for reliable information, analyze issues, explain perspectives, and resolve issues using the social science.

- 3.18. Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.
- 3.19. Identify and compare different ways of looking at an event, issue, or problem.
- 3.20. Identify how people or other things might be affected by an event, issue, or problem.

# English Language Arts

## Statement of Belief

At Forest Hills Lutheran Christian School, we believe that God created language for our good as a way to interact with the people He has placed in our lives. It is important that students become well-rounded readers of a wide range of genres and writers who implement solid expression skills (including, but not limited to, grammar, spelling, organization, and sentence fluency) with clear purpose in a variety of styles. Students also need to become researchers able to extract reliable information from both print and digital resources to back up their claims and opinions. Students must become both speakers who are clear, concise, and able to connect with an audience as well as listeners who are able to think analytically and critically about a spoken topic and offer questions, constructive feedback, and input. As students are prepared to be members of a global society, they must become collaborators who are able to work together by defining clear roles, setting clear goals, tracking progress toward those goals, investigating topics together, discussing respectfully, and presenting cohesively.

Forest Hills Lutheran Christian School has formally adopted the [Oregon State Standards](#).

## Literature

The following standards offer a focus for instruction and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

### *Key Ideas and Details*

- 3.RL.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RL.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.RL.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*

- 3.RL.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- 3.RL.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.
- 3.RL.6 Distinguish their own point of view from that of the narrator or those of the characters.

### *Integration of Knowledge and Ideas*

- 3.RL.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).
- 3.RL.8 (Not applicable to literature)
- 3.RL.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*

- 3.RL.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.

## **Informational Text**

### *Key Ideas and Details*

- 3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- 3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- 3.RI.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*

- 3.RI.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*.
- 3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.RI.6 Distinguish their own point of view from that of the author of a text.

### *Integration of Knowledge and Ideas*

- 3.RI.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.RI.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.RI.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*

- 3.RI.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.

**Writing Standards**

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

*Text Types and Purposes*

- 3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 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., *because, therefore, since, for example*) to connect opinion and reasons.
  - Provide a concluding statement or section.
- 3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - Develop the topic with facts, definitions, and details.
  - Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
  - Provide a concluding statement or section.
- 3.W.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*

- 3.W.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.)
- 3.W.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.)
- 3.W.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*

- 3.W.7 Conduct short research projects that build knowledge about a topic.
- 3.W.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.W.9 (Begins in grade 4)

#### *Range of Writing*

- 3.W.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.

#### **Language Standards**

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* **Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).**

#### *Conventions of Standard English*

3.L.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

3.L.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*).
- 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.L.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*

3.L.4 Determine or clarify the meaning of unknown and multiple-meaning words 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 keywords and phrases.

3.L.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*).

3.L.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*).

### **Speaking and Listening Standards**

The following standards offer a focus for instruction to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

#### *Comprehension and Collaboration*

3.SL.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.
- 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

3.SL.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.SL.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

*Presentation of Knowledge and Ideas*

- 3.SL.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.SL.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.SL.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 for specific expectations.)

# **Christian Studies**

## **Statement of Belief**

At Forest Hills Lutheran Christian School, we believe that Christian Studies is the most important subject we teach, because this subject has eternal implications. We pray that each student knows Jesus as their personal Savior, and we accept the responsibility of opening God's Word and training children in the way they should go. Throughout their time at Forest Hills, students will read the truths as outlined in Scripture, and be provided with practical, meaningful ways that they can shine the light of Christ in their school, their home, and their community.

Forest Hills Lutheran Christian School uses the program, "[One in Christ](#)," as a guideline for student learning.

## **Unit 1—God and His Word**

1. Who Is God? How Can We Know Him? (Part 1)
2. Who Is God? How Can We Know Him? (Part 2)
3. What Is the Bible? (Part 1)
4. What Is the Bible? (Part 2)
5. Why Is the Bible Important?
6. What Does It Mean to Be a Christian?
7. Why Should We Study the Bible?
8. What Tools Help Us Study the Bible?
9. How Do We Learn and Use God's Word?
10. What Are the Law and the Gospel?
11. What Are the Six Chief Parts of Christian Doctrine?
12. What Is the First Table of the Law?

## **Unit 2—The Holy Spirit Blesses the Church**

13. Who Is the Holy Spirit?
14. How Does the Holy Spirit Bring Us to Faith?
15. How Does the Holy Spirit Keep Us in Faith?
16. What Does the Sanctified Life Look Like?
17. What Is the Church? (Part 1)
18. What Is the Church? (Part 2)
19. Who Was Martin Luther? (Part 1)
20. Who Was Martin Luther? (Part 2)
21. What Did Martin Luther Do? (Part 1)
22. What Did Martin Luther Do? (Part 2)
23. Why Is the Reformation Important?
24. Who Is a Saint?

## **Unit 3—God the Father's Gracious Gifts**

25. Why Do We Call God Our Father? (Part 1)
26. Why Do We Call God Our Father? (Part 2)
27. How Did All Things Come to Be?
28. How Did People Come to Be?
29. What Do God's Angels Do?

30. Who Is the Devil? Are Heaven and Hell Real Places? Grade 3
31. How Does God Care for the World?
32. How Does God Care for Us?
33. How Do We Use God's Gifts? (Part 1)
34. How Do We Use God's Gifts? (Part 2)
35. How Do We Offer Back to God What He Has Given Us? (Part 1)
36. How Do We Offer Back to God What He Has Given Us? (Part 2)

#### **Unit 4—Jesus Brings Salvation**

37. Why Did God Send His Son to Save Us?
38. What Do Jesus' Names Tell Us?
39. Why Did Jesus Need to Be True God?
40. Why Did Jesus Need to Be True Man?
41. How Did Jesus Serve as Our Substitute?
42. How Did Jesus Redeem Us?
43. Why Is Jesus' Resurrection Important?
44. What Will Happen When Jesus Returns?
45. What Is Jesus' Work as Prophet?
46. What Is Jesus' Work as Priest?
47. What Is Jesus' Work as King?
48. What Does It Mean to Be God's Children?

#### **Unit 5—God Hears Answers Our Prayers**

49. Does God Hear and Answer Our Prayers?
50. When Should We Pray?
51. How Do We Hear and Talk to God?
52. How Do We Live for Christ?
53. How Do We Hallow God's Name?
54. Why Do We Pray in Jesus' Name?
55. Why Do We Pray, "Thy Kingdom Come"?
56. Why Do We Pray, "Thy Will Be Done"?
57. For What Should We Pray?
58. How Does God Help Us Resist Temptation?
59. How Does God Deliver Us from Evil?
60. Why Can We Pray with Confidence? Grade 3

#### **Unit 6—God's Love Leads Us to Respond with Love**

61. Why Does Worship Begin with Confession and Absolution?
62. How Are Confession and Absolution Related to Law and Gospel?
63. What Sins Do We Confess and to Whom?
64. Who Receives Absolution?
65. What Is the Pastoral Office?
66. What Is Liturgical Worship?
67. How Does Worship Connect Believers?
68. What Is the Church Year?
69. Why Is God's Word at the Heart of Worship?
70. Why Do We Use Music in Worship?
71. Why Do We Sing Hymns?

72. How Can We Thank, Praise, and Serve the Lord Wherever We Go?

**Unit 7—God Comes to Us through the Means of Grace**

- 73. What Are the Means of Grace?
- 74. What Is Baptism?
- 75. What Are the Blessings of Baptism?
- 76. How Can Baptism Do Such Great Things?
- 77. What Does Baptism Mean for Us?
- 78. What Is Confirmation?
- 79. What Is the Lord's Supper?
- 80. What Does God Give in the Lord's Supper?
- 81. Who Receives the Lord's Supper?
- 82. Why Do We Take the Lord's Supper Often?
- 83. How Does Passover Tie to the Lord's Supper?
- 84. How Do Liturgical Arts Encourage Faith?

**Unit 8—God Works in Me to Follow His Ways**

- 85. What Is the Second Table of the Law?
- 86. What Does the Fourth Commandment Mean?
- 87. How Do We Keep the Fourth Commandment?
- 88. How Do We Respect Life?
- 89. How Do We Lead Pure and Decent Lives?
- 90. How Do We Respect Others' Property? Grade 3 Grade 3
- 91. How Do We Honor God with Our Words? (Part 1)
- 92. How Do We Honor God with Our Words? (Part 2)
- 93. What Is Coveting?
- 94. How Do We Find Contentment? (Part 1)
- 95. How Do We Find Contentment? (Part 2)
- 96. Why Did God Give the Commandments?

**Unit 9—God Makes Us His Witnesses**

- 97. How Do We Live for God Every Day?
- 98. Why Should We Pray Often?
- 99. Why Do God's Children Obey Him?
- 100. How Does Faith Affect Families?
- 101. How Does Faith Affect Relationships?
- 102. Why Did God Give Us the Church?
- 103. How Does God's Church Bless Us?
- 104. How Can We Tell about Jesus? (Part 1)
- 105. How Can We Tell about Jesus? (Part 2)
- 106. How Is Christianity Unique?
- 107. How Can Christians Make a Difference?
- 108. How Does the Holy Spirit Help Us?

## **Physical Education**

**Standard 1.** The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

PE.1.3.1: Leaps and slides using a mature pattern.

PE.1.3.2: Runs with a mature pattern.

PE.1.3.3: Varies time and force with gradual increases and decreases.

PE.1.3.4: Jumps & lands in the horizontal planes using a mature pattern.

PE.1.3.5: Jumps & lands in the vertical planes using a mature pattern.

PE.1.3.6: Performs teacher- selected and developmentally appropriate rhythmic activity steps and movement patterns.

PE.1.3.7: Performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation.

PE.1.3.8: Balances on different bases of support, demonstrating muscular tension and extensions of free body parts.

PE.1.3.9: Transfers weight from feet to hands for momentary weight support.

PE.1.3.10: Applies skill in general activity.

PE.1.3.11: Moves into and out of a variety of balances with curling, twisting and stretching actions.

PE.1.3.12: Combines balance and weight transfers with movement concepts to create and perform a dance or gymnastic and rhythmic sequences.

PE.1.3.13: Throws underhand to a partner or target with reasonable accuracy.

PE.1.3.14: Throws overhand, demonstrating 3 of the 5 critical elements of a mature pattern, in non-dynamic environments (closed skills), for distance and/or force.

PE.1.3.15: Catches a gently tossed hand-size ball from a partner, demonstrating 4 of the 5 critical elements of a mature pattern.

PE.1.3.16: Dribbles and travels in general space at slow to moderate jogging speed, with control of ball and body.

PE.1.3.17: Dribbles with the feet in general space at slow to moderate jogging speed with control of ball and body.

PE.1.3.18: Passes & receives a ball with the insides of the feet to a stationary partner, “giving” on reception before returning the pass.

PE.1.3.19: Uses a continuous running approach and intentionally performs a kick along the ground and a kick in the air, demonstrating 4 of the 5 critical elements of a mature pattern for each.

PE.1.3.20: Uses a continuous running approach and kicks a stationary ball for accuracy.

PE.1.3.21: Volleys an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner, while demonstrating 4 of the 5 critical elements of a mature pattern.

PE.1.3.22: Strikes an object with a short-handled implement, sending it forward over a low net or to a wall.

PE.1.3.23: Strikes an object with a short-handled implement while demonstrating 3 of the 5 critical elements of a mature pattern.

PE.1.3.24: Strikes a ball with a long-handled implement (e.g., hockey stick, bat, golf club), sending it forward, while using proper grip for the implement.

*Note: Use batting tee or ball tossed by teacher for batting.*



PE.1.3.25: Performs intermediate jump-rope skills (e.g., a variety of tricks, running in and out of long rope) for both long and short ropes.

**Standard 2.** The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

PE.2.3.1: Recognizes the concept of open spaces in a movement context.

PE.2.3.2: Recognizes locomotor skills specific to a wide variety of physical activities.

PE.2.3.3: Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.

PE.2.3.4: Applies simple strategies & tactics in chasing activities.

PE.2.3.5: Applies simple strategies in fleeing activities.

**Standard 3.** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

PE.3.3.1: Charts participation in physical activities outside physical education class.

PE.3.3.2: Identifies physical activity benefits as a way to become healthier.

PE.3.3.3: Engages in the activities of physical education class without teacher prompting.

PE.3.3.4: Identifies the components of health-related physical fitness.[1]

PE.3.3.5: Recognizes the importance of warm-up & cool-down relative to vigorous physical activity.

PE.3.3.6: Completes health-related physical fitness assessments (pre and post) with teacher direction.[2]

PE.3.3.7: Identifies foods that are beneficial for before and after physical activity.

**Standard 4.** The physically literate individual exhibits responsible personal and social behavior that respects self and others.

PE.4.3.1: Works independently for extended periods of time.

PE.4.3.2: Exhibits personal responsibility in teacher-directed activities.

PE.4.3.3: Accepts and implements positive specific corrective feedback from the teacher.

PE.4.3.4: Praises others for their success in movement performance.

PE.4.3.5: Exhibits the use of rules and etiquette in physical activity with peers.

**Standard 5.** The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

PE.5.3.1: Discusses the relationship between physical activity and good health.

PE.5.3.2: Discusses the challenge that comes from learning a new physical activity.

PE.5.3.3: Reflects on the reasons for enjoying selected physical activities.

PE.5.3.4: Describes the positive social interactions that come when engaged with others in physical activity.

## **Fine Arts**

### **Statement of Belief**

At Forest Hills Lutheran Christian School, we believe, “We all have different gifts, according to the measure of grace God has given us.” (Romans 12:6) It is important for students to be given opportunities, for both mental and spiritual development, to explore and develop their gifts in the arts. Each student will develop their gifts in music, whether it be singing or playing an instrument, as God asks us to worship Him using our gifts of music (Psalm 100, Psalm 150).

In Fifth Grade, students are taught the Fine Arts using Oregon State Standards.

[Music Standards](#)

[Visual Arts Standards](#)

[Media Arts Standards](#)