Identifier	Nevada - Grade 3 - Computer and Technology	Introduced	Completed
3 CT 2	**PRODUCTIVITY TOOLS**		
3 CT 2.3.1	Locate and use letters, numbers, and special keys on a keyboard using the left or right hand.		
3 CT 2.3.2	Create a document that demonstrates simple typing and editing skills.		
3 CT 2.3.3	Search a database to locate specific information (e.g., electronic sources, telephone book, encyclopedia, and library card catalog).		
3 CT 2.3.4	Utilizing a predesigned spreadsheet, demonstrate the ability to enter simple labels, values, and formulas.		
3 CT 2.3.5	Explain the purpose of a multimedia presentation using multimedia software.		
3 CT 2.3.6	Create and save files on various storage media.		
3 CT 2.3.7.1	Identify electronic communication devices.		
3 CT 2.3.7.2	Identify devices that require connectivity.		
3 CT 3	**RESEARCH TOOLS**		
3 CT 3.3.1	Select a research topic or define a problem using technology tools.		
3 CT 3.3.3	Select information for a research topic or problem from a remote resource.		
3 CT 3.3.4	Identify and examine organizational formats using a technology tool to arrange information.		
3 CT 4	**TOOLS AND PROCESSES**		
3 CT 4.3.1	Identify the appropriateness and uses of resources and tools in technology based activities.		
3 CT 4.3.2	Select and use applicable tools for tasks.		
3 CT 4.3.3	Recognize the importance of safety in computer and technology applications.		
3 CT 4.3.4	With teacher guidance, resolve difficulties using tools or devices including input devices, output devices, and devices requiring connectivity to successfully perform basic computer operations.		
3 CT 5	**SYSTEMS**		
3 CT 5.3.1	Define a system.		
3 CT 5.3.2	Identify the parts of a system and explain how the parts working together allow the system to do things the individual parts are unable to do alone (e.g., components of a computer system).		
3 CT 5.3.3	Identify and categorize systems that provide food, clothing, shelter, entertainment, communications, healthcare, security, and other necessities and comforts of life.		
3 CT 6	**IMPLICATIONS ON SOCIETY**		
3 CT 6.3.1	Describe how technology is used in daily activities to meet personal needs. Describe computer piracy and the personal consequences of inappropriate use.		
3 CT 6.3.2	Practice etiquette using technology. Describe changes in the local community because of technology.		
3 CT 6.3.4	Describe common uses of technology in daily life and how environments are changed.		

Identifier	**Nevada - Grade 3 - Health**	Introduced	Completed
3 H			
3 H 1.3.1	Identify indicators of mental, emotional, social, and physical health during childhood.		
3 H 1.3.2	Describe the basic structure and function of human body systems.		
3 H 1.3.3	Identify essential components of a balanced diet and recognize their importance to growth and good health.		
3 H 1.3.4	Explain how drugs can affect the way people make decisions and perform tasks.		
3 H 1.3.5	Explain how childhood injuries can be prevented or treated.		
3 H 1.3.6	Differentiate between communicable and noncommunicable diseases.		
3 H 1.3.7	Explain how appropriate health care can prevent premature death and disability.		
3 H 1.3.8	Describe how physical, social, and emotional environments influence personal health.		
3 H 2.3.1	Examine the consequences of positive and negative health behaviors.		
3 H 2.3.2	Identify health care workers.		
3 H 3.3.1	Describe where to go and what to do in an unsafe situation.		
3 H 3.3.2	Practice refusal skills when confronted with unhealthy situations including alcohol, tobacco, and other drugs.		
3 H 3.3.3A	Identify hazards found in the home, school, and community and intervention strategies.		
3 H 3.3.3B	Demonstrate safe behavior when encountering potentially dangerous objects/weapons.		
3 H 3.3.4	Identify basic skills for managing stress.		
3 H 3.3.5	Demonstrate basic first aid procedures and responses to common emergencies in the home, school, and community.		
3 H 4.3.1	Discuss nutrition and exercise habits in different cultures.		
3 H 4.3.3	Explain how media influences decisions on health products and services.		
3 H 5.3.1A	Discuss the need for acceptable social skills with others.		
3 H 5.3.1B	Discuss acceptable social skills with others.		
3 H 5.3.2	Identify behaviors exhibited in conflict situations and strategies for mediation.		
3 H 6.3.1A	Apply a decision-making process to resolve class identified health issues and problems.		
3 H 6.3.1B	Set an individual health goal and record progress.		
3 H 6.3.2	Explain the consequences of individual health care decisions.		
3 H 6.3.3	Identify the importance of asking for assistance in making health-related decisions and setting health goals.		
3 H 7.3.1A	Demonstrate the ability to work cooperatively and productively with others.		
3 H 7.3.1B	Examine how individuals accept responsibility for taking care of the school.		

Identifier	Nevada - Grade 3 - Music	Introduced	Completed
3 Mus 1	**SINGING**		
3 Mus 1.3.1	Sing a simple melody with accurate pitch.		
3 Mus 1.3.3	Sing simple ostinati and two-part rounds such as Row, Row, Row Your Boat.		
3 Mus 1.3.4	Sing patriotic songs, folk songs, and multicultural selections.		
3 Mus 2	**PLAYING INSTRUMENTS**		
3 Mus 2.3.1	Play classroom instruments using proper technique.		
3 Mus 2.3.4	Accompany simple folk, traditional, and multicultural music.		
3 Mus 3	**IMPROVISATION**		
3 Mus 3.3.1	Improvise short melodic and rhythmic patterns.		
3 Mus 4	**WRITING**		
3 Mus 4.3.1	Create music to interpret stories, rhymes, and poetry.		
3 Mus 4.3.2	Create short songs and instrumental pieces.		
3 Mus 4.3.3	Organize pieces using a variety of sound sources.		
3 Mus 5	**READING**		
3 Mus 5.3.1	Read quarter notes, quarter rests, and eighth notes in duple meter.		
3 Mus 5.3.2	Read melodic patterns using solfege, numbers, and/or letters.		
3 Mus 5.3.3	Use simple music symbols (e.g., fermata, repeat signs, and double bar lines).		
3 Mus 5.3.5	Notate simple rhythmic and melodic patterns (e.g., icons, manipulatives).		
3 Mus 6	**LISTENING**		
3 Mus 6.3.1	Identify simple elements of music.		
3 Mus 7	**EVALUATION**		
3 Mus 7.3.1	Use criteria to evaluate performances and compositions.		
3 Mus 7.3.2	Explain personal preferences for specific musical works and styles using simple musical vocabulary (e.g., loud/soft; high/low).		
3 Mus 9	**CULTURAL AND HISTORICAL CONNECTIONS**		
3 Mus 9.3.1	Identify several styles of music from various cultures.		
3 Mus 9.3.2	Identify various uses for music in daily experience.		
3 Mus 10	**CROSS-CURRICULAR**		
3 Mus 10.3.1	Using Grade 3 standards adopted for Physical Education, Content Standard 3.0, demonstrate an understanding of the standards.		

Identifier	Nevada - Grade 3 - Physical Education	Introduced	Completed
3 PE			
3 PE 1.3.1	Utilize a movement vocabulary for manipulative, locomotor, and non-locomotor movement activities.		
3 PE 1.3.2A	Apply basic elements to improve personal performance.		
3 PE 1.3.2B	Apply the basic elements of a movement form in a dynamic environment.		
3 PE 1.3.3	Identify simple cues in the performance of peers.		
3 PE 1.3.4	Know how to monitor the physiological changes occurring during moderate physical activity (i.e., heavy and muscular breathing fatigue).		
3 PE 2.3.1	Demonstrate a mature form in most locomotor and nonlocomotor movements.		
3 PE 2.3.2A	Combine manipulative skills in simple combinations (i.e., catch and throw, dribbling while running).		
3 PE 2.3.2B	Perform a variety of manipulative skills in an uncomplicated yet changing environment.		
3 PE 2.3.3	Sequence combinations of more complex weight transfer and balance movements (i.e., balance to a roll).		
3 PE 3.3.1A	Create shapes at high, medium, and low levels in a movement sequence with a partner.		
3 PE 3.3.1B	Demonstrate locomotor movements in varying directions and pathways with a partner.		
3 PE 3.3.1C	Demonstrate qualities of movement with a partner.		
3 PE 3.3.2A	Create a movement sequence with a beginning, middle, and end with a partner with or without a prop (i.e., lummi sticks, streamers).		
3 PE 3.3.2B	Demonstrate partner skills (i.e., copying, leading, following, and/or mirroring).		
3 PE 3.3.3A	Express emotions through movement (i.e., happy, sad, angry).		
3 PE 3.3.3B	Observe and discuss how dance differs from and/or is the same as sports and everyday actions.		
3 PE 3.3.4A	Perform various movements to a steady beat with or without a prop with a partner.		
3 PE 3.3.4B	Move to a steady beat at various tempos.		
3 PE 3.3.5	Perform folk and/or social dances from various cultures.		
3 PE 4.3.1	Describe implications of the results of formal health-related fitness assessment.		
3 PE 4.3.2	Sustain moderate to vigorous physical activity for longer periods of time to improve physical fitness.		
3 PE 4.3.3	Engage in activity that results in the development of health-related components.		
3 PE 4.3.4	Identify proper warm-up, conditioning, and cool-down techniques and the reason for using them.		
3 PE 5.3.1	Apply class rules, procedures, safe practices, and etiquette with limited or no teacher reinforcement.		
3 PE 5.3.2	Identify positive responses to challenges, successes, and failures in physical activity (i.e., sportsmanship).		
3 PE 5.3.3	Understand and accept purpose for modifying activities with regard to diversity and physical ability.		
3 PE 5.3.4	Understand the connection between a dance, game, or sport and the culture in which it originates.		

Identifier	**Nevada - Grade 3 - Theater**	Introduced	Completed
3 Th			
3 Th 1.3.1	Create a simple script based on personal experience, imagination, or the retelling of a story.		
3 Th 1.3.6	Create simple sets and sound effects for a dramatized idea or story (e.g., tables become caves).		
3 Th 1.3.7	Assemble and use simple props, costumes, masks, or make-up for a dramatized idea or story.		
3 Th 2.3.1	Identify traits of a person, animal, or object (e.g., What does a dog do when it is happy? Wags its tail).		
3 Th 2.3.2	Imitate the traits of a given person, animal, or object.		
3 Th 2.3.3	Use voice and body to show different emotions while portraying a character in a dramatized idea or story.		
3 Th 3.3.2	Express personal reactions to a dramatized performance.		
3 Th 3.3.3	Identify the differences between fantasy and reality.		
3 Th 4.3.2	Identify similarities and differences between dramatic characters and real people.		

Identifier	Nevada - Grade 3 - Visual Arts	Introduced	Completed
3 VA 1	**KNOWLEDGE**		
3 VA 1.3.3	Knowledge: Use different media, techniques, and processes to produce works of art.		
3 VA 2	**APPLICATION**		
3 VA 2.3.1	Application: Identify selected elements of design and principles of design in nature and in works of art.		
3 VA 2.3.4	Application: Use elements and principles of design to create works of art.		
3 VA 3	**CONTENT**		
3 VA 3.3.2	Content: Create artwork that demonstrates choice of subject matter and symbols to communicate meaning.		
3 VA 4	**CONTEXT**		
3 VA 4.3.2	Context: Identify works of art as belonging to particular cultures, times, or places.		
3 VA 4.3.3	Context: Create a work of art that is influenced by a particular historical period or culture.		
3 VA 5	**INTERPRETATION**		
3 VA 5.3.3	Interpretation: Discuss possible meanings of art.		

Identifier	Kamico - Grade 3 - Language Arts/Reading		Introduced	Completed
R 3	**READING**			
R 3.1.1A	Word Identification	Use root words and other structural cues such as prefixes, suffixes, and derivational endings to recognize words.		
R 3.1.1B	Word Identification	Use knowledge of word order (syntax) and context to support word identification and confirm word meaning.		
R 3.1.2A	Vocabulary Development	Use context to build word meanings and to confirm pronunciations of words.		
R 3.1.2B	Vocabulary Development	Demonstrate knowledge of synonyms, antonyms, and multi-meaning words.		
R 3.1.3A	Variety of Texts	Read from a variety of genres to acquire information.		
R 3.1.4A	Comprehension	Identify main ideas and their supporting details in text selections.		
R 3.1.4B	Comprehension	Produce summaries of text selections.		
R 3.2.1A	Text Structures/ Literary Concepts	Analyze characters, including their traits, feelings, relationships, and changes.		
R 3.2.1B	Text Structures/ Literary Concepts	Identify setting and the importance of the setting to a story's meaning.		
R 3.2.1C	Text Structures/ Literary Concepts	Recognize the story problem(s) or plot.		
R 3.3.1A	Comprehension	Retell the order of important events in stories.		
R 3.3.1B	Comprehension	Represent text information in different ways, including story maps, graphs, and charts.		
R 3.3.2A	Text Structures/ Literary Concepts	Distinguish different forms of texts, including lists, newsletters, and signs, and the functions they serve.		
R 3.3.2B	Text Structures/ Literary Concepts	Recognize the distinguishing features of familiar genres, including stories and informational texts.		
R 3.4.1A	Comprehension	Use inferential thinking to determine causes and effects.		
R 3.4.1B	Comprehension	Use inferential thinking to make predictions.		
R 3.4.1C	Comprehension	Use inferential thinking to draw conclusions.		
R 3.4.1D	Comprehension	Distinguish fact from opinion in various texts, including news stories and advertisements.		
R 3.4.2A	Literary Response	Support interpretations or conclusions with examples drawn from text.		
W 3	**WRITING**			
W 3.1.1A	Purposes	Write to record ideas and reflections.		
W 3.1.1B	Purposes	Write in different forms for different purposes, such as lists to record, letters to invite or thank, and stories or poems to entertain.		
W 3.1.1C	Purposes	Write to inform, such as to explain, describe, and narrate.		
W 3.1.1D	Purposes	Write to entertain, such as to compose short stories.		
W 3.2.1A	Writing Processes	Compose elaborated sentences in written texts and use the appropriate end punctuation.		
W 3.2.1B	Writing Processes	Revise selected drafts by adding or deleting text.		
W 3.3.1A	Grammar/ Usage	Use correct irregular plurals, such as sheep.		
W 3.3.1B	Grammar/ Usage	Use singular and plural forms of regular nouns and adjust verbs for agreement.		
W 3.3.1C	Grammar/ Usage	Edit writing toward standard grammar and usage, including subject-verb agreement; pronoun agreement, including pronouns that agree in number; and appropriate verb tenses, including to be, in final drafts.		
W 3.3.1D	Grammar/ Usage	Replace an indefinite reference with a specific noun or noun phrase.		
W 3.3.1E	Grammar/ Usage	Recognize grammatically correct writing.		
W 3.4.1A	Capitalization/ Punctuation	Use capitalization and punctuation, such as commas in a series; apostrophes in contractions, such as can't, and possessives, such as Robin's; quotation marks; proper nouns; and abbreviations, with increasing accuracy.		
W 3.4.2A	Spelling	Spell proficiently.		
W 3.4.3A	Writing Processes	Recognize a sentence with correct capitalization, punctuation, and spelling.		

Identifier	Nevada - Grade 3 - Language Arts/Reading	Introduced	Completed
	READING		
3 ELA 1.3.1	Read texts aloud with fluency, accuracy, and appropriate intonation and expression; read high-frequency words to build fluency.		
3 ELA 1.3.2	Use knowledge of phonics and structural elements to read and to determine the meaning of unfamiliar words in context.		
3 ELA 1.3.3	Use knowledge of prefixes, suffixes, roots, or base words to determine the meaning of words in context.		
3 ELA 1.3.4	Identify and use knowledge of diphthongs when reading; determine the meanings and other features of unknown words using dictionaries and glossaries.		
3 ELA 1.3.5	Identify and use knowledge of synonyms, antonyms, homophones, and homographs to expand vocabulary and understand text.		
3 ELA 2.3.1	Identify prereading strategies, such as accessing prior knowledge, predicting, previewing, and setting a purpose to improve comprehension.		
3 ELA 2.3.2	Use self-correcting strategies, such as self-questioning and rereading to gain meaning from text.		
3 ELA 2.3.3	Recall essential points in text while reading; make and revise predictions about upcoming information.		
3 ELA 2.3.4	Restate facts and details in text to share information and organize ideas.		
3 ELA 2.3.5	Adjust reading rate to suit difficulty of text.		
3 ELA 3.3.1	Compare plots, settings, and characters in a variety of works and by a variety of authors.		
3 ELA 3.3.2	Make inferences about setting and characters' traits; make predictions about plot; check text for verification.		
3 ELA 3.3.3	Compare plots, settings, characters, and perspectives in a variety of works by a variety of authors from different cultures and times.		
3 ELA 3.3.4	Identify and compare themes or messages in reading selections.		
3 ELA 3.3.5	Identify simile, metaphor, onomatopoeia, and hyperbole in text.		
3 ELA 3.3.7	Read and identify stories, plays, poetry, and nonfiction selections.		
3 ELA 4.3.1	Distinguish essential information from titles, tables of contents, chapter headings, glossaries, indexes, diagrams, charts, and maps to locate information in texts for specific purposes.		
3 ELA 4.3.2	Distinguish between cause and effect, fact and opinion, and main idea and supporting details in text.		
3 ELA 4.3.3	Ask questions and support answers by connecting prior knowledge with literal and inferential information in text.		
3 ELA 4.3.4	Draw conclusions about text and support them with textual evidence and experience.		
3 ELA 4.3.6	Read and follow three- and four-step directions to complete a simple task.		
	WRITING		
3 ELA 5.3.1	Locate, acknowledge, and use at least three sources to write an informative paper.		
3 ELA 5.3.2	Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, stated purpose, and context and that include the date, proper salutation, body, closing, and signature.		
3 ELA 5.3.3	Write a narrative or story that moves through a logical sequence of events and includes details to develop the plot.		
3 ELA 5.3.4	Write responses to literature, drawing upon experiences.		
3 ELA 5.3.5	Write compositions that retell events of a story in sequence.		
3 ELA 5.3.6	Write short expository texts.		
3 ELA 6.3.1	Generate possible ideas for future writing through group activities, such as brainstorming and discussions.		
3 ELA 6.3.2	Organize ideas using graphic organizers, such as a web or Venn diagram.		
3 ELA 6.3.3	Write simple compositions that address a single topic and include supporting sentences.		
3 ELA 6.3.4	Revise drafts, using an established rubric, to improve the coherence and logical progression of ideas.		
3 ELA 6.3.5	Edit for use of standard English.		
3 ELA 6.3.6	Produce writing with voice for given audiences.		
3 ELA 6.3.7	Share writing with others, listen to responses, and consider making revisions to drafts based upon reader responses.		
3 ELA 7.3.1	Identify and correctly use subject/verb agreement and past, present, and future verb tenses in writing simple sentences.		
3 ELA 7.3.2	Demonstrate understanding of and write complete declarative, interrogative, imperative, and exclamatory sentences.		
3 ELA 7.3.3	Use quotation marks in dialogue; punctuate city and state, dates, and titles of books.		
3 ELA 7.3.4	Use rules of capitalization.		
3 ELA 7.3.5	Use correct spelling of words containing affixes, contractions, compounds, and common homophones (e.g., bear-bare).		

Identifier	Nevada - Grade 3 - Language Arts/Reading	Introduced	Completed
3 ELA 7.3.6	Create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence.		
	LISTENING AND SPEAKING		
3 ELA 8.3.1	Retell and explain what has been said by a speaker.		
3 ELA 8.3.2	Listen to connect prior experiences, insights, and ideas to the message of a speaker.		
3 ELA 8.3.3	Recognize that language and sayings reflect regions and cultures.		
3 ELA 8.3.4	Follow three- and four-step oral directions to complete a simple task.		
3 ELA 9.3.1	Use specific vocabulary and apply standard English to communicate ideas.		
3 ELA 9.3.2	Use appropriate public speaking techniques such as volume control and eye contact.		
3 ELA 9.3.3	Present ideas and supporting details in a logical sequence with a beginning, middle, and ending.		
3 ELA 9.3.4	Read aloud and recite prose and poetry with fluency, rhythm, pace, appropriate intonation, and vocal patterns.		
3 ELA 9.3.5	Give clear three- and four-step directions to complete a simple task.		
3 ELA 10.3.1	Speak and listen attentively in conversations and group discussions.		
3 ELA 10.3.2	Ask pertinent questions; respond to questions with relevant details.		
3 ELA 10.3.3	Share ideas and information to complete a task.		
3 ELA 10.3.4	Distinguish between a speaker's opinion and verifiable facts.		
	RESEARCH		
3 ELA 11.3.1	Formulate questions to investigate topics.		
3 ELA 11.3.2	Use a variety of library resources, media, and technology to find information on a topic.		
3 ELA 11.3.3	Give credit for others' ideas, images, and information.		
3 ELA 11.3.4	Organize and record information from print and nonprint resources.		
3 ELA 11.3.5	Present research findings for different purposes and audiences.		

Identifier	Lander - Grade 3 - Language Arts/Reading	Introduced	Completed
3ELA1	**WORD KNOWLEDGE—PHONICS, VOCABULARY, SPELLING**		
3ELA1.1	Use knowledge of phonics to read fluently and to determine the meaning of unfamiliar words in context		
3ELA1.2	Identify beginning, middle, and ending sounds and syllables		
3ELA1.3	Use knowledge of phonics and structural elements to read fluently and to determine the meaning of unfamiliar words in context		
3ELA1.4	Use knowledge of structural analysis to determine the meaning of words in context		
3ELA1.5	Use knowledge of multiple meaning words, compound words, synonyms, antonyms, homophones, homographs, and content area words to expand vocabulary		
3ELA1.6	Read aloud with fluency, accuracy, appropriate intonation, and expression		
3ELA1.7	Use dictionaries and glossaries to determine the meanings and other features of unknown words		
3ELA1.8	Use patterns to spell correctly		
3ELA1.9	Use structure rules to spell correctly		
3ELA1.10	Use spelling strategies to spell correctly		
3ELA2	**READING COMPREHENSION—PROCESS SKILLS AND STRATEGIES**		
3ELA2.1	Use pre-reading strategies to improve comprehension		
3ELA2.2	Use self-correcting strategies to gain meaning from text		
3ELA2.3	Recall essential points in text while reading		
3ELA2.4	Make and revise predictions about text and read to verify		
3ELA2.5	Restate facts and details in text to share information and organize ideas		
3ELA2.6	Adjust reading rate to suit difficulty of text		
3ELA2.7	Interpret information in new contexts		
3ELA3	**READING COMPREHENSION—LITERATURE**		
3ELA3.1	Make inferences about plots, settings, and characters in a variety of works and by a variety of authors		
3ELA3.2	Make inferences about a character's traits and check text for verification		
3ELA3.3	Compare plots, settings, characters, and points of view in a variety of works and by a variety of authors from different cultures and times		
3ELA3.4	Identify and compare themes or messages (including author's purpose) in reading selections		
3ELA3.5	Identify simile, metaphor, onomatopoeia, and hyperbole in text		
3ELA3.6	Read and identify a variety of selections		
3ELA3.7	Demonstrate an active interest in reading		
3ELA3.8	Interpret non-literal language		
3ELA4	**READING COMPREHENSION—INFORMATIONAL TEXTS**		
3ELA4.1	Distinguish essential information from text features to locate information for specific purposes		
3ELA4.2	Distinguish between cause and effect, fact and opinion, main idea and supporting details in text		
3ELA4.3	Ask questions and support answers by connecting prior knowledge with literal and inferential information in text		
3ELA4.4	Draw conclusions about texts and support them with textual evidence and experience		
3ELA4.5	Read and follow three and four-step directions to complete a simple task		
3ELA5	**WRITING—COMPOSITION**		
3ELA5.1	Locate, acknowledge, and use at least three sources to write an informative paper		
3ELA5.2	Write friendly letters, formal letters, thank you letters, and invitations that address audience concerns, state purpose, and context and that include the date, proper salutation, body, closing, and signature		
3ELA5.3	Write a narrative or story that moves through a logical sequence of events, provides insight into why the incident is notable, and includes details that develop the plot		
3ELA5.4	Write responses to literature and experiences through the use of journals and learning logs		
3ELA5.5	Write compositions that retell events of a story in sequence		
3ELA6	**WRITING—PROCESS**		
3ELA6.1	Generate possible ideas for future writing through group activities such as brainstorming and discussions		
3ELA6.2	Organize ideas through activities such as sequencing and classifying		
3ELA6.3	Write simple compositions and persuasive essays that address a single topic and include topic sentences and supporting sentences		
3ELA6.4	Revise drafts, using an established rubric, to improve the coherence and logical progression of ideas		

Identifier	Lander - Grade 3 - Language Arts/Reading	Introduced	Completed
3ELA6.5	Edit for use of standard English		
3ELA6.6	Produce writing with voice for given audiences		
3ELA6.7	Share writing with others, listen to responses, and make revisions to drafts based upon reader responses		
3ELA7	**WRITING—MECHANICS**		
3ELA7.1	Identify and correctly use grammar in writing sentences		
3ELA7.2	Demonstrate understanding of and write complete declarative, interrogative, imperative, and exclamatory sentences		
3ELA7.3	Use quotation marks in dialogue		
3ELA7.4	Punctuate correctly		
3ELA7.5	Use rules of capitalization		
3ELA7.6	Use correct spelling of words		
3ELA7.7	Create readable and legible compositions, adhering to margins and correct spacing between letters in a word and words in a sentence		
3ELA8	**LISTENING**		
3ELA8.1	Retell and explain what has been said by a speaker		
3ELA8.2	Listen to connect prior experiences, insights, and ideas to the message of a speaker		
3ELA8.3	Identify language and sayings that reflect regions and cultures		
3ELA8.4	Follow three– and four-step oral directions to complete a simple task		
3ELA9	**SPEAKING**		
3ELA9.1	Use specific vocabulary and apply standard English to communicate ideas		
3ELA9.2	Use appropriate public speaking techniques such as volume control and eye contact		
3ELA9.3	Present ideas and supporting details in a logical sequence with a beginning, middle, and ending		
3ELA9.4	Read aloud and recite prose and poetry with fluency, rhythm, pace, and appropriate intonation and vocal patterns		
3ELA9.5	Give clear three– and four-step directions to complete a simple task		
3ELA10	**DISCUSSION**		
3ELA10.1	Speak and listen attentively in conversations and group discussions		
3ELA10.2	Ask pertinent questions; respond to questions with relevant details		
3ELA10.3	Share ideas and information to complete a task		
3ELA10.4	Distinguish between a speaker's opinion and verifiable facts		
3ELA11	**RESEARCH AND STUDY SKILLS**		
3ELA11.1	Formulate questions to investigate topics		
3ELA11.2	Use a variety of library resources, media, and technology to find information on a topic		
3ELA11.3	Five credit for others' ideas, images, and information		
3ELA11.4	Organize and record information from print and non-print resources		
3ELA11.5	Present research findings for different purposes and audiences		
3ELA11.6	Use test-taking strategies		

Identifier	Kamico - Grade 3 - Mathematics	Introduced	Completed
M 3.1	**NUMBER, OPERATION, AND QUANTITATIVE REASONING**		
M 3.1.1A	Use place value to read, write (in symbols and words), and describe the value of whole numbers through 999,999.		
M 3.1.1B	Use place value to compare and order whole numbers through 9,999.		
M 3.1.1C	Determine the value of a collection of coins and bills.		
M 3.1.2A	Compare fractional parts of whole objects or sets of objects in a problem situation using models.		
M 3.1.2B	Use fraction names and symbols to describe fractional parts of whole objects or sets of objects with denominators of 12 or less.		
M 3.1.3A	Model addition and subtraction using pictures, words, and numbers.		
M 3.1.3B	Select addition or subtraction and use the operation to solve problems involving whole numbers through 999.		
M 3.1.4A	Solve and record multiplication problems (one-digit multiplier).		
M 3.1.4B	Use models to solve division problems and use number sentences to record the solutions.		
M 3.1.5A	Round two-digit numbers to the nearest ten and three-digit numbers to the nearest hundred.		
M 3.1.5B	Estimate sums and differences beyond basic facts.		
M 3.2	**PATTERNS, RELATIONSHIPS, AND ALGEBRAIC THINKING**		
M 3.2.1A	Identify and extend whole-number and geometric patterns to make predictions and solve problems.		
M 3.2.1B	Identify patterns in multiplication facts using pictorial models.		
M 3.2.1C	Identify patterns in related multiplication and division sentences (fact families), such as $2 \times 3 = 6$, $3 \times 2 = 6$, $6 \div 2 = 3$, $6 \div 3 = 2$.		
M 3.2.2A	Generate a table of paired numbers based on a real-life situation, such as insects and legs.		
M 3.2.2B	Identify patterns in a table of related number pairs based on a real-life situation and extend the table.		
M 3.3	**GEOMETRY AND SPATIAL REASONING**		
M 3.3.1A	Name, describe, and compare shapes and solids using formal geometric vocabulary.		
M 3.3.2A	Identify congruent shapes.		
M 3.3.2B	Identify lines of symmetry in shapes.		
M 3.3.3A	Locate and name points on a line using whole numbers.		
M 3.4	**MEASUREMENT**		
M 3.4.1A	Estimate and measure lengths using standard units such as inch, foot, yard, centimeter, and meter.		
M 3.4.1B	Use linear measure to find the perimeter of a shape.		
M 3.4.1C	Use models of square units to determine the area of shapes.		
M 3.4.2A	Tell and write time shown on traditional and digital clocks.		
M 3.4.2B	Use a thermometer to measure temperature.		
M 3.4.3A	Measure to solve problems involving length, temperature, and time.		
M 3.5	**PROBABILITY AND STATISTICS**		
M 3.5.1A	Organize, record, and display data in pictographs and bar graphs where each picture or cell might represent more than one piece of data.		
M 3.5.1B	Interpret information from pictographs and bar graphs.		
M 3.5.1C	Use data to describe events as more likely, less likely, or equally likely.		
M 3.6	**UNDERLYING PROCESSES AND MATHEMATICAL TOOLS**		
M 3.6.1A	Identify the mathematics in everyday situations.		
M 3.6.1B	Use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness.		
M 3.6.1C	Select or develop an appropriate problem-solving strategy, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem.		
M 3.6.2A	Relate informal language to mathematical language and symbols.		
M 3.6.3A	Make generalizations from patterns or sets of examples and nonexamples.		

Identifier	Nevada - Grade 3 - Mathematics	Introduced	Completed
3 M 1	**NUMBERS, NUMBER SENSE, AND COMPUTATION**		
3 M 1.3.1	Immediately recall and use addition, subtraction, and multiplication facts to 81.		
3 M 1.3.2	Add and subtract multidigit numbers with regrouping.		
3 M 1.3.3	Generate and solve two-step addition and subtraction and one-step multiplication problems based on practical situations using pencil and paper, mental computation, and estimation.		
3 M 1.3.4	Add and subtract decimals using money as a model.		
3 M 1.3.5	Model and explain multiplication, including as repeated addition.		
3 M 1.3.6	Read, write, order, and compare numbers from 0-999; read and write number words.		
3 M 1.3.7	Round to nearest tens and hundreds to determine reasonableness of the answer; read and write number words.		
3 M 1.3.8	Use, model, and identify place-value positions up to 10,000.		
3 M 1.3.9	Model, sketch, and label fractions with denominators to 10; write fractions with numbers and words.		
3 M 2	**PATTERNS, FUNCTIONS, AND ALGEBRA**		
3 M 2.3.1	Recognize, describe, and create patterns using numbers; use number patterns and their extensions to solve problems.		
3 M 2.3.3	Identify missing terms and missing numbers in open number sentences involving number facts in addition and subtraction.		
3 M 2.3.4	Complete number sentences with the appropriate words and symbols for addition, subtraction, less than, greater than, and equal to (+, -, <, >, =).		
3 M 3	**MEASUREMENT**		
3 M 3.3.2	Select and use appropriate units of measurement; measure to a required degree of accuracy and record results.		
3 M 3.3.3	Estimate and use measuring devices with standard and nonstandard units to measure length, surface area, liquid volume, capacity, temperature, and weight, communicating the concepts of more, less, and equivalent.		
3 M 3.3.4	Read, write, and use money notation determining possible combinations of coins and bills to equal given amounts.		
3 M 3.3.6	Tell time to the nearest minute, using analog and digital clocks, and identify elapsed time.		
3 M 4	**SPATIAL RELATIONSHIPS AND GEOMETRY**		
3 M 4.3.1	Describe, sketch, compare, and contrast plane geometric figures.		
3 M 4.3.2	Demonstrate and describe the motion (transformation) of geometric figures as a slide, rotation, or a flip.		
3 M 4.3.4	Compare, contrast, sketch, model, and build two- and three-dimensional geometric figures and objects.		
3 M 5	**DATA ANALYSIS**		
3 M 5.3.1	Collect, organize, display, and describe simple data using number lines, pictographs, bar graphs, and frequency tables.		
3 M 5.3.2	Use concepts of probability (e.g., impossible, likely, certain) to make predictions about future events.		
3 M 6	**PROBLEM SOLVING**		
3 M 6.3.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts.		
3 M 6.3.2	Apply previous experience and knowledge to new problem-solving situations.		
3 M 6.3.4	Explain and verify results with respect to the original problem.		
3 M 6.3.6	Try more than one strategy when the first strategy proves to be unproductive.		
3 M 6.3.8	Apply solutions and strategies from earlier problems to new problem situations.		
3 M 6.3.12	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration).		
3 M 7	**MATHEMATICAL COMMUNICATION**		
3 M 7.3.1	Discuss and exchange ideas about mathematics as a part of learning.		
3 M 7.3.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems.		
3 M 7.3.5	Identify and translate key words and phrases that imply mathematical operations.		
3 M 7.3.7	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas.		
3 M 7.3.12	Explain and justify thinking about mathematical ideas and solutions.		
3 M 7.3.15	Use everyday language to explain thinking about strategies and solutions to mathematical problems.		
3 M 7.3.16	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing.		
3 M 7.3.17	Use mathematical notation to communicate and explain mathematical situations.		
3 M 8	**MATHEMATICAL REASONING**		
3 M 8.3.1	Justify and explain the solutions to problems using manipulative and physical models.		
3 M 8.3.4	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems.		
3 M 8.3.8	Ask questions to reflect on, clarify, and extend thinking.		

Identifier	Nevada - Grade 3 - Mathematics	Introduced	Completed
3 M 8.3.9	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments.		
3 M 8.3.11	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems.		
3 M 9	**MATHEMATICAL CONNECTIONS**		
3 M 9.3.1	Link new concepts to prior knowledge.		
3 M 9.3.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics.		
3 M 9.3.5	Identify practical applications of mathematical principles that can be applied to other disciplines.		
3 M 9.3.7	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science).		
3 M 9.3.8	Identify, explain, and use mathematics in everyday life.		

Identifier	Lander - Grade 3 - Mathematics	Introduced	Completed
3M1	**NUMBERS, NUMBER SENSE, AND COMPUTATION**		
3M1.1	Read, write, order and compare whole numbers (0-999)		
3M1.2	Read and write number words		
3M1.3	Use ordinal positions first through hundredth		
3M1.4	Identify odd and even numbers		
3M1.5	Use, model, and identify place value positions up to 10,000		
3M1.6	Round numbers to nearest tens and hundreds to determine reasonableness of answers		
3M1.7	Explain and use the processes and properties of addition, subtraction, multiplication, and division, including correct notations and representations		
3M1.8	Model concepts of multiplication and division, including groupings and arrays model and explain multiplication as repeated addition		
3M1.9	Use subtraction to model and explain division		
3M1.10	Model, sketch, and label fractions with denominators to 10		
3M1.11	Write fractions with numbers and words		
3M1.12	Name and write fractions represented by drawings or models		
3M1.13	Identify the part of a set and/or region that represents a given fraction and write the corresponding fraction		
3M1.14	Identify and compare fractions with like denominators, using numbers, models, and drawings		
3M1.15	Identify the number of equal parts needed to make a whole or a fractional part of a whole, with and without models		
3M1.16	Read and write decimals (tenths and hundredths place)		
3M1.17	Immediately recall and use addition and subtraction facts		
3M1.18	Immediately recall and use multiplication facts, products to 81		
3M1.19	Recall division facts through the 10's		
3M1.20	Add an subtract multi-digit numbers, with regrouping		
3M1.21	Multiply a two– or three-digit number by a one-digit number, with and without regrouping		
3M1.22	Multiply three one-digit numbers		
3M1.23	Multiply a two– or three-digit number by a multiple of ten		
3M1.24	Divide a two-digit number by a one-digit number, without remainder		
3M1.25	Divide a three-digit multiple of ten by a two-digit multiple of ten		
3M1.26	Use estimation and mental computation in appropriate situations to solve problems		
3M1.27	Add and subtract proper fractions and mixed numbers with like denominators (without regrouping or simplifying), with and without models		
3M1.28	Add and subtract decimals, using money as a model		
3M1.29	Add and subtract decimals, tenths and hundredths		
3M1.30	Generate and solve two-step addition and subtraction and one-step multiplication problems based on practical situations using pencil and paper, mental computation, and estimation		
3M1.31	Use a variety of appropriate strategies to estimate, compute, and solve mathematical and real-world problems		
3M2	**PATTERNS, FUNCTIONS, AND ALGEBRA**		
3M2.1	Compare and categorize shapes and numbers		
3M2.2	Recognize, describe, and create repeating and increasing patterns using numbers		
3M2.3	Describe and label with letters, words, and numbers the patterns observed in models of repeating and increasing patterns		
3M2.4	Use number patterns and their extensions to solve problems		
3M2.5	Identify missing terms and missing numbers in open number sentences involving addition and subtraction number facts		
3M2.6	Compare number sentences with the appropriate words and symbols for addition, subtraction, less than, greater than, and equal to (+, -, <, >, =)		
3M3	**MEASUREMENT**		
3M3.1	Measure to a required degree of accuracy, and record results		
3M3.2	Select and use appropriate units of measure		
3M3.3	Estimate and use measuring devices with standard and non-standard units to measure length, surface area, liquid volume (capacity), temperature, and weight		
3M3.4	Communicate the relationships of more, less, and equivalent when measuring		
3M3.5	Identify perimeter and area of regular and irregular figures by counting units		
3M3.6	Identify dimensions and volume of rectangular prisms by counting cubes		
3M3.7	Use the calendar to identify year/month/week/day(date)		
3M3.8	Tell time to nearest minute using digital and analog clocks		
3M3.9	Identify elapsed time using a clock		
3M3.10	Read thermometers and compare results		

Identifier	Lander - Grade 3 - Mathematics	Introduced	Completed
3M3.11	Read, write and use money notation determining possible combinations of coins and bills to equal given monetary amounts		
3M3.12	Determine totals for monetary amounts in problem solving and real-world situations		
3M3.13	Solve problems involving measurements		
3M4	**SPATIAL RELATIONSHIPS AND GEOMETRY**		
3M4.1	Describe, sketch, compare, and contrast plane geometric figures		
3M4.2	Compare, contrast, sketch, model, and build two– and three-dimensional geometric figures and objects		
3M4.3	Identify and draw open and closed curves		
3M4.4	Describe and sketch intersecting and parallel lines		
3M4.5	Identify lines of symmetry		
3M4.6	Demonstrate and describe the transformation (motion) of geometric figures as a slide, turn (rotation), or a flip		
3M4.7	Identify a figure after transformation (flips, turns, slides)		
3M4.8	Describe results of combining and subdividing shapes		
3M4.9	Recognize and describe similar and congruent figures		
3M5	**DATA ANALYSIS**		
3M5.1	Collect, organize, display, and describe simple data using number lines, pictographs, bar graphs, and frequency tables		
3M5.2	Read and interpret displays of data; draw conclusions from charts, tables, and graphs to solve problems		
3M5.3	Use concepts of probability (e.g., impossible, likely, and certain) to make predictions about future events		
3M5.4	Conduct simple probability experiments using spinners, number cubes, and random drawings		
3M6	**PROBLEM SOLVING**		
3M6.1	Select, modify, develop, and apply strategies to solve a variety of mathematical and practical problems and to investigate and understand mathematical concepts		
3M6.2	Apply previous experience and knowledge to new problem-solving situations		
3M6.3	Formulate own problems; use various approaches to investigate and solve problems		
3M6.4	Explain and verify results with respect to the original problem		
3M6.5	Try more than one strategy when the first strategy proves to be unproductive		
3M6.6	Apply solutions and strategies from earlier problems to new problem situations		
3M6.7	Use technology, including calculators, to understand quantitative relationships (e.g., for skip counting and pattern exploration)		
3M7	**MATHEMATICAL COMMUNICATION**		
3M7.1	Discuss and exchange ideas about mathematics as a part of learning		
3M7.2	Use inquiry techniques (e.g., discussion, questioning, research, data gathering) to solve mathematical problems		
3M7.3	Identify and translate key words and phrases that imply mathematical operations		
3M7.4	Use physical materials, models, pictures, or writing to represent and communicate mathematical ideas		
3M7.5	Explain and justify thinking about mathematical ideas and solutions		
3M7.6	Use everyday language to explain thinking about strategies and solutions to mathematical problems		
3M7.7	Express mathematical ideas and use them to define, compare, and solve problems orally and in writing		
3M7.8	Use mathematical notation to communicate and explain mathematical situations		
3M8	**MATHEMATICAL REASONING**		
3M8.1	Justify and explain the solutions to problems using manipulative and physical models		
3M8.2	Use patterns and relationships to analyze mathematical situations; draw logical conclusions about mathematical problems		
3M8.3	Ask questions to reflect on, clarify, and extend thinking		
3M8.4	Review and refine the assumptions and steps used to derive conclusions in mathematical arguments		
3M8.5	Determine relevant, irrelevant, and/or sufficient information to solve mathematical problems		
3M9	**MATHEMATICAL CONNECTIONS**		
3M9.1	Link new concepts to prior knowledge		
3M9.2	Use mathematical ideas from one area of mathematics to explain an idea from another area of mathematics		
3M9.3	Identify practical applications of mathematical principles that can be applied to other disciplines		
3M9.4	Apply mathematical thinking and modeling to solve problems that arise in other disciplines (e.g., rhythm in music and motion in science)		
3M9.5	Identify, explain, and use mathematics in everyday life		

Identifier	Nevada - Grade 3 - Social Studies		Introduced	Completed
3 SS C	**CIVICS**			
3 SS C 1.3.1	Rules and Law	Identify examples of rules, laws, and authorities that keep people safe and property secure.		
3 SS C 1.3.4	Rules and Law	Explain that democracy involves voting, majority rule, and setting rules.		
3 SS C 2.3.4	US Government	Name the current President of the United States.		
3 SS C 4.3.3	Political Process	Discuss why people form groups.		
3 SS C 5.3.1	Citizenship	Recognize the Pledge of Allegiance.		
3 SS C 5.3.3	Citizenship	Explain why we have patriotic holidays.		
3 SS C 5.3.4	Citizenship	Identify an individual's rights within the classroom.		
3 SS C 5.3.6	Citizenship	Identify conflicts in the school and discuss peaceful resolution.		
3 SS C 6.3.1	State and Local Government	Name the current governor of Nevada.		
3 SS C 8.3.1	International Relations	Identify their county, state, and country.		
3 SS E	**ECONOMICS**			
3 SS E 1.3.1	Economic Way of Thinking	Categorize wants as goods, services, or leisure activities.		
3 SS E 1.3.2	Economic Way of Thinking	Give examples of incentives and determine whether they are positive or negative.		
3 SS E 1.3.3	Economic Way of Thinking	Identify the benefits and the costs of an all-or-nothing choice (e.g., choose music on or off).		
3 SS E 2.3.2	Measuring US Economic Performance	Identify and use per capita measures in the classroom (e.g., the number of pencils per student).		
3 SS E 2.3.6	Measuring US Economic Performance	Discuss why people seek work.		
3 SS E 3.3.1	Functioning of Markets	Differentiate between barter and monetary trade.		
3 SS E 3.3.2	Functioning of Markets	Give examples of prices received for selling goods and services.		
3 SS E 3.3.3	Functioning of Markets	Explain why producers choose to sell more when a price is high and why producers choose to sell less when a price is low.		
3 SS E 4.3.1	Private US Economic Institutions	Demonstrate an understanding of key banking terms, including saving, interest, and borrowing.		
3 SS E 4.3.3	Private US Economic Institutions	Identify a for-profit organization in the community and a service it provides.		
3 SS E 4.3.4	Private US Economic Institutions	Identify a not-for-profit organization in the community and a service it provides.		
3 SS E 4.3.5	Private US Economic Institutions	Identify reasons for saving money.		
3 SS E 5.3.1	Money	Identify forms of money.		
3 SS E 5.3.5	Money	Demonstrate an understanding that each family has a limited amount of money regardless of how it is accessed (through cash, check writing, or ATM).		
3 SS E 6.3.2	US Economy as a Whole	Explain what a producer does.		
3 SS E 6.3.4	US Economy as a Whole	Demonstrate an understanding of income and give examples of income.		
3 SS E 6.3.6	US Economy as a Whole	Demonstrate an understanding that different jobs require different skills and people receive different levels of income.		
3 SS E 7.3.1	Evolving Economy	Explain how skill training and education can enhance the ability to produce goods and services.		
3 SS E 7.3.4	Evolving Economy	List examples of entrepreneurs.		
3 SS E 7.3.5	Evolving Economy	Describe what it means to compete.		
3 SS E 9.3.1	International Economy	Give examples of goods the U.S. imports and exports.		
3 SS E 9.3.2	International Economy	Identify the countries of origin of commonly used products.		
3 SS E 9.3.4	International Economy	Identify the currencies of other countries.		
3 SS G	**GEOGRAPHY**			
3 SS GS.3.1	Geographic Skills	Ask questions about why things are located where they are.		
3 SS GS.3.2	Geographic Skills	Gather geographic information from maps, globes, and atlases.		
3 SS GS.3.3	Geographic Skills	Construct simple maps and graphs to display geographic information.		
3 SS GS.3.4	Geographic Skills	Select and explain information from several geographic sources.		
3 SS GS.3.5	Geographic Skills	Create a visual model to illustrate the results of a geographic inquiry.		
3 SS G 1.3.1	World in Spatial Terms	Identify and use the cardinal directions (N, S, E, W) on a compass rose to locate places on a map.		
3 SS G 1.3.2	World in Spatial Terms	Compare uses of maps and globes.		
3 SS G 1.3.3	World in Spatial Terms	Use maps, globes, photographs, and graphs to collect geographic information.		
3 SS G 1.3.4	World in Spatial Terms	Construct a simple map, including title, symbols, and directions.		
3 SS G 1.3.5	World in Spatial Terms	Recognize different types of maps.		
3 SS G 1.3.6	World in Spatial Terms	Identify and explain spatial patterns on a map.		
3 SS G 2.3.1	Places and Regions	Identify differences between physical and human features.		
3 SS G 2.3.2	Places and Regions	Compare how language, music, stories, and art express culture.		
3 SS G 2.3.3	Places and Regions	Discuss how people view their own communities.		
3 SS G 2.3.4	Places and Regions	Compare how communities use different types of technology.		

Identifier	Nevada - Grade 3 - Social Studies		Introduced	Completed
3 SS G 2.3.5	Places and Regions	Identify a historic landmark and describe the event that took place there.		
3 SS G 2.3.6	Places and Regions	Compare visual images of the same place over time.		
3 SS G 2.3.7	Places and Regions	Identify neighborhoods and communities as places where people live, work, and play.		
3 SS G 3.3.1	Physical Systems	Diagram and explain the water cycle.		
3 SS G 3.3.2	Physical Systems	Recognize various natural hazards.		
3 SS G 3.3.3	Physical Systems	Compare different types of ecosystems.		
3 SS G 3.3.4	Physical Systems	Locate various ecosystems on Earth.		
3 SS G 3.3.5	Physical Systems	Construct a model of an ecosystem.		
3 SS G 4.3.1	Human Systems	Construct a graph or chart to compare population distribution in different areas.		
3 SS G 4.3.2	Human Systems	Draw a simple map that illustrates how to get from one location to another.		
3 SS G 4.3.3	Human Systems	Identify transportation and communication networks in daily life.		
3 SS G 4.3.4	Human Systems	Describe the characteristics of rural, suburban, and urban communities.		
3 SS G 4.3.5	Human Systems	Locate sources of goods and services found in the community.		
3 SS G 4.3.6	Human Systems	Investigate an economic product by asking and answering geographic questions.		
3 SS G 4.3.7	Human Systems	Compare the wants and needs of people in different countries and the means used to fulfill those wants and needs.		
3 SS G 4.3.8	Human Systems	Describe the different purposes of various organizations (e.g., Scouts, organized sports, 4-H).		
3 SS G 4.3.9	Human Systems	Describe how cooperation and conflict affect people and places.		
3 SS G 5.3.1	Environment and Society	Identify ways people depend on their physical environments.		
3 SS G 5.3.2	Environment and Society	Identify opportunities that different physical environments provide for human activities.		
3 SS G 5.3.3	Environment and Society	List tools, machines, or technologies that have changed the physical environment.		
3 SS G 5.3.4	Environment and Society	Compare different ways in which people alter the physical environment.		
3 SS G 5.3.6	Environment and Society	Describe ways humans depend on natural resources.		
3 SS G 5.3.7	Environment and Society	List examples of how people use and manage natural resources within the community.		
3 SS G 6.3.1	Geographic Applications	Use visual clues to determine when and where an event took place in the past.		
3 SS G 6.3.2	Geographic Applications	Identify the location of current events on a map.		
3 SS G 6.3.3	Geographic Applications	Recognize a geographic issue or theme that affects home, school, or community.		
3 SS G 6.3.4	Geographic Applications	Brainstorm the possible geographic changes that could take place in the neighborhood or community.		
3 SS H	**HISTORY**			
3 SS H 1.3.1	Chronology	Identify the source of information for a current event.		
3 SS H 1.3.2	Chronology	Read a time line.		
3 SS H 2.3.1	History Skills	Ask history-related questions.		
3 SS H 5.3.6	1200 to 1750	Identify Native North American life prior to European contact, such as food, clothing, and shelter.		
3 SS H 6.3.4	1700 to 1865	Identify the Declaration of Independence.		
3 SS H 6.3.5	1700 to 1865	Identify patriotic symbols, including eagle, flag, and Liberty Bell.		
3 SS H 6.3.14	1700 to 1865	Identify "The Star Spangled Banner" as the national anthem.		
3 SS H 6.3.17	1700 to 1865	Describe the life of pioneers.		
3 SS H 7.3.9	1860 to 1920	Identify the Statue of Liberty as a patriotic symbol.		

Identifier	**Lander - Grade 3 - Social Studies**	Introduced	Completed
3S1	**CIVICS**		
3S1.1	Identify examples of rules, laws, and authorities that keep people safe and property secure		
3S1.2	Explain that democracy involves voting, majority rule, and setting rules		
3S1.3	Name the current President of the United States		
3S1.4	Discuss why people form groups		
3S1.5	Recognize and recite the "Pledge of Allegiance"		
3S1.6	Explain why we have patriotic holidays		
3S1.7	Identify an individual's rights within the classroom		
3S1.8	Identify conflicts in the school and discuss peaceful resolution		
3S1.9	Name the current Governor of Nevada		
3S1.10	Identify the county, state, and country		
3S1.11	Complete tasks independently		
3S1.12	Work cooperatively in groups		
3S1.13	Recognizes differences of opinion		
3S1.14	Recognize the causes and effects of issues and problems		
3S2	**ECONOMICS**		
3S2.1	Categorize wants as goods, services, or leisure activities		
3S2.2	Give examples of incentives and determine whether they are positive or negative		
3S2.3	Identify the benefits and the costs of an all-or-nothing choice		
3S2.4	Identify and use per capita measures in the classroom (e.g., the number of pencils per student		
3S2.5	Discuss why people seek work		
3S2.6	Differentiate between barter and monetary trade		
3S2.7	Give examples of prices received by a business for selling goods and services		
3S2.8	Give reasons why producers choose to sell more of a good or service (including when a price is high) and when they choose to sell less (including when its price is low)		
3S2.9	Demonstrate an understanding of key banking terms (e.g., saving, interest, borrowing)		
3S2.10	Identify a for-profit organization in the community and a service it provides		
3S2.11	Identify a not-for-profit organization in the community and a service it provides		
3S2.12	Identify reasons for saving money		
3S2.13	Identify forms of money		
3S2.14	Demonstrate an understanding that each family has a limited amount of money regardless of how it is accessed (through cash, check writing, or ATM)		
3S2.15	Explain what a producer does		
3S2.16	Demonstrate an understanding of and give examples of income		
3S2.17	Demonstrate an understanding that different jobs require different skills and people receive different levels of income		
3S2.18	Explain how skill training and education can enhance the ability to produce goods and services		
3S2.19	List examples of entrepreneurs		
3S2.20	Describe what it means to compete		
3S2.21	Give examples of goods the U.S. imports and exports		
3S2.22	Identify the countries of origin of commonly used products		
3S2.23	Describe various products from animals (i.e., food, milk, leather products)		
3S2.24	Identify the currencies of other countries		
3S2.25	Identify community workers who are producers of goods and those who provide services		
3S2.26	Identify jobs and careers within a city and community		
3S3	**GEOGRAPHY**		
3S3.1	Identify and use the cardinal directions (North, South, East, West) to locate places on a map		
3S3.2	Compare uses of maps and globes		
3S3.3	Use maps, globes, photographs, and graphs to collect geographic information		
3S3.4	Construct a simple map, including title, symbols, and directions		
3S3.5	Recognize different types of maps		
3S3.6	Identify and explain simple spatial patterns on a map		
3S3.7	Explain the difference between a city and a state, using appropriate examples		
3S3.8	Locate and name states that border Nevada and countries that border the United States		
3S3.9	Identify differences between physical and human features		
3S3.10	Identify how language, music, stories, art, and customs express culture		
3S3.11	Discuss how people view their communities		
3S3.12	List examples of technology in the community		

Identifier	**Lander - Grade 3 - Social Studies**	Introduced	Completed
3S3.13	Identify an historic landmark and describe the event that took place there		
3S3.14	Compare visual images of the same place over time		
3S3.15	Identify neighborhoods and communities as places where people live, work, and play		
3S3.16	Recognize that plants and animals have habitats on both land and in water		
3S3.17	Identify various natural hazards (e.g., ponds, streams, fields)		
3S3.18	Locate different ecosystems in the community		
3S3.19	Identify the living and nonliving elements of an ecosystem		
3S3.20	Construct a graph or chart to compare population distribution in different areas		
3S3.21	Identify transportation and communication networks in daily life		
3S3.22	Draw a simple map that illustrates how to get from one location to another		
3S3.23	Describe the characteristics of rural, suburban, and urban communities		
3S3.24	Locate sources of goods and services found in the community		
3S3.25	Investigate an economic product by asking and answering questions about location		
3S3.26	Compare the wants and needs of people in different communities and the means used to fulfill those wants and needs		
3S3.27	Describe the different purposes of various organizations (e.g., Scouts, organized sports, 4-H)		
3S3.28	Describe how cooperation and conflict affect people and places		
3S3.29	List tools, machines, or technologies that have changed the physical environment		
3S3.30	Compare different ways in which people modify the physical environment		
3S3.31	Describe ways humans depend on natural resources		
3S3.32	List examples of how people use and manage natural resources within their communities		
3S3.33	Use visual clues to determine when and where an event took place in the past		
3S3.34	Identify the location of current events on a map		
3S3.35	Recognize a geographic issue or theme that affects home, school, or community		
3S3.36	Predict possible geographic changes that could take place in the neighborhood or community		
3S3.37	Ask questions about why things are located where they are		
3S3.38	Gather geographic information from maps, globes, and atlases		
3S3.39	Construct simple maps and graphs to display geographic information		
3S3.40	Select and explain information from several geographic sources		
3S3.41	Create a visual model to illustrate the results of a geographic inquiry		
3S3.42	Locate Las Vegas, Reno, Battle Mountain, and Austin, Nevada on world maps and globes		
3S3.43	Locate hemispheres, continents, and oceans on maps and globes		
3S3.44	Locate major lines of latitude and longitude (equator and prime meridian)		
3S3.45	Use various legends (keys) on maps to identify cities, state capitals, natural resources, and industries		
3S4	**HISTORY**		
3S4.1	Identify the source of information for a current event		
3S4.2	Read a time line		
3S4.3	Use charts, graphs, and tables to interpret historical information		
3S4.4	Ask history-related questions		
3S4.5	Identify Native North American life prior to European contact (e.g., food, clothing, shelter)		
3S4.6	Identify the Declaration of Independence		
3S4.7	Identify the purpose of historical documents		
3S4.8	Identify patriotic symbols (e.g., eagle, flag, Liberty Bell)		
3S4.9	Identify "The Star Spangled Banner" as the national anthem		
3S4.10	Describe the lives of pioneers from diverse groups		
3S4.11	Identify the Statue of Liberty as a patriotic symbol		
3S4.12	Describe various types of transportation and communication used throughout the history of the United States		
3S4.13	Discuss various Presidents of the United States		
3S4.14	Create timelines that show people and events in sequence using days, weeks, months, years, decades and centuries		
3S4.15	Read and interpret historical passages		

Identifier	Kamico - Grade 3 - Science	Introduced	Completed
	SCIENTIFIC PROCESSES		
S 3.1.1A	Demonstrate safe practices during field and laboratory investigations.		
S 3.1.1B	Make wise choices in the use and conservation of resources and the disposal or recycling of materials.		
S 3.1.2A	Plan and implement descriptive investigations including asking well-defined questions, formulating testable hypotheses, and selecting and using equipment and technology.		
S 3.1.2B	Collect information by observing and measuring.		
S 3.1.2C	Analyze and interpret information to construct reasonable explanations from direct and indirect evidence.		
S 3.1.2D	Communicate valid conclusions.		
S 3.1.2E	Construct simple graphs, tables, maps, and charts to organize, examine, and evaluate information.		
S 3.1.3A	Analyze, review, and critique scientific explanations, including hypotheses and theories, as to their strengths and weaknesses using scientific evidence and information.		
S 3.1.3B	Draw inferences based on information related to promotional materials for products and services.		
S 3.1.3C	Represent the natural world using models and identify their limitations.		
S 3.1.3D	Evaluate the impact of research on scientific thought, society, and the environment.		
S 3.1.3E	Connect Grade 3 science concepts with the history of science and contributions of scientists.		
S 3.1.4A	Collect and analyze information using tools including calculators, microscopes, cameras, safety goggles, sound recorders, clocks, computers, thermometers, hand lenses, meter sticks, rulers, balances, magnets, and compasses.		
S 3.1.4B	Demonstrate that repeated investigations may increase the reliability of results.		
	SCIENCE CONCEPTS		
S 3.1.5A	Observe and identify simple systems such as a sprouted seed and a wooden toy car.		
S 3.1.5B	Observe a simple system and describe the role of various parts such as a yo-yo and string.		
S 3.1.6A	Measure and record changes in the position and direction of the motion of an object to which a force such as a push or pull has been applied.		
S 3.1.6B	Identify that the surface of the Earth can be changed by forces such as earthquakes and glaciers.		
S 3.1.7A	Gather information including temperature, magnetism, hardness, and mass using appropriate tools to identify physical properties of matter.		
S 3.1.7B	Identify matter as liquids, solids, and gases.		
S 3.1.8A	Observe and describe the habitats of organisms within an ecosystem.		
S 3.1.8B	Observe and identify organisms with similar needs that compete with one another for resources such as oxygen, water, food, or space.		
S 3.1.8C	Describe environmental changes in which some organisms would thrive, become ill, or perish.		
S 3.1.8D	Describe how living organisms modify their physical environment to meet their needs such as beavers building a dam or humans building a home.		
S 3.1.9A	Observe and identify characteristics among species that allow each to survive and reproduce.		
S 3.1.9B	Analyze how adaptive characteristics help individuals within a species to survive and reproduce.		
S 3.1.10A	Identify some inherited traits of plants.		
S 3.1.10B	Identify some inherited traits of animals.		
S 3.1.11A	Identify and describe the importance of earth materials including rocks, soil, water, and gases of the atmosphere in the local area and classify them as renewable, nonrenewable, or inexhaustable resources.		
S 3.1.11B	Identify and record properties of soils such as color and texture, capacity to retain water, and ability to support the growth of plants.		
S 3.1.11C	Identify the planets in our solar system and their position in relation to the sun.		
S 3.1.11D	Describe the characteristics of the sun.		

Identifier	Nevada - Grade 3 - Science		Introduced	Completed
3 S PS	**PHYSICAL SCIENCE**			
3 S PS 1.3.1	Forces and Motion	Apply unbalanced forces (a push or pull) to cause objects to change their motion (e.g., speed, direction, or both).		
3 S PS 1.3.2	Forces and Motion	Investigate and describe the ways that different objects may balance or topple in various situations.		
3 S PS 1.3.3	Forces and Motion	Manipulate hammers and nails, screwdrivers and screws, scissors, and other simple tools.		
3 S PS 2.3.1	Structure and Properties of Matter	Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color, texture).		
3 S PS 2.3.2	Structure and Properties of Matter	Sort and classify objects according to observable properties (e.g., size, weight, shape, color).		
3 S PS 3.3.1	Energy and Matter - Interactions and Forms	Describe how hot or cold an object is by expressing its temperature.		
3 S PS 3.3.2	Energy and Matter - Interactions and Forms	Investigate and describe how solid ice can melt and liquid water will disappear if allowed to stand in an open container.		
3 S LS	**LIFE SCIENCE**			
3 S LS 6.3.1	Structure and Function	Investigate and describe how plants and animals have life cycles and require food, water, air, and space.		
3 S LS 6.3.2	Structure and Function	Investigate, compare, and contrast identifiable characteristics of plants and animals.		
3 S LS 6.3.3	Structure and Function	Investigate and describe how plants and animals require certain conditions to survive.		
3 S LS 7.3.1	Internal and External Influences on Organisms	Investigate and describe how various living things behave differently under diverse conditions.		
3 S LS 7.3.4	Internal and External Influences on Organisms	Explain that if germs are able to get inside one's body, they may keep it from working properly.		
3 S LS 8.3.1	Heredity and Diversity	Investigate and describe how offspring may resemble parents and siblings may resemble each other.		
3 S LS 8.3.2	Heredity and Diversity	Investigate and describe how some living things are alike in their appearance and behaviors; others are not.		
3 S LS 9.3.1	Process of Biological Change - Evolution	Explain that many different kinds of living things exist on Earth.		
3 S LS 9.3.2	Process of Biological Change - Evolution	Explain how particular features of plants and animals help them live in different kinds of places.		
3 S ESS	**EARTH AND SPACE SCIENCES**			
3 S ESS 10.3.1	Earth Structures and Composition	Investigate and describe how Earth is composed of different kinds of materials (e.g., rocks and soils, water, and the atmosphere).		
3 S ESS 10.3.2	Earth Structures and Composition	Describe how Earth is composed of different landforms.		
3 S ESS 10.3.3	Earth Structures and Composition	Investigate and describe how Earth is nearly spherical and covered with more water than land.		
3 S ESS 11.3.1	Earth Models	Describe that directions on Earth can be represented by north, south, east, and west.		
3 S ESS 11.3.2	Earth Models	Locate the state of Nevada on a national map and their own city on a Nevada state map.		
3 S ESS 12.3.1	Earth History	Investigate and describe how some changes are so slow (e.g., seasons) or so fast (e.g., lightening strikes) that they are hard to see.		
3 S ESS 13.3.1	Cycles of Matter and Energy	Investigate and describe how things that give off light also often give off heat.		
3 S ESS 13.3.2	Cycles of Matter and Energy	Observe, record, and describe seasonal differences using words, numbers, and drawings.		
3 S ESS 13.3.3	Cycles of Matter and Energy	Investigate and describe how water can be a liquid or a solid and can go back and forth from one form to the other.		
3 S ESS 14.3.1	Solar System and Universe	Identify the sun, moon, and Earth as components of our solar system.		
3 S ESS 14.3.3	Solar System and Universe	Explain that there are more stars in the sky than anyone can easily count.		
3 S ES	**ENVIRONMENTAL SCIENCES**			
3 S ES 15.3.1	Ecosystems	Investigate and describe how animals and plants that live in different places have similarities and differences.		
3 S ES 15.3.2	Ecosystems	Investigate and describe the interactions of organisms within an ecosystem.		
3 S ES 16.3.1	Natural Resources	Explain that natural resources are used for many purposes.		
3 S ES 16.3.2	Natural Resources	Describe how humans have obtained natural resources for thousands of years through farming, mining, and hunting and gathering.		
3 S ES 17.3.1	Conservation	Explain that many materials can be recycled and used again, sometimes in different forms.		
3 S ES 17.3.2	Conservation	Investigate and describe how patterns of change may be observable and predictable.		
3 S NHS	**THE NATURE AND HISTORY OF SCIENCE**			
3 S NHS 18.3.1	Scientific, Historical and Technological Perspectives	Explain that science is a process that involves observing and asking questions about the natural world and seeking answers to those questions.		

Identifier	Nevada - Grade 3 - Science		Introduced	Completed
3 S NHS 18.3.2	Scientific, Historical and Technological Perspectives	Explain that accurate descriptions in science are important because they enable people to compare their observations with those of others.		
3 S NHS 18.3.3	Scientific, Historical and Technological Perspectives	Recognize that science engages men and women of all ages and backgrounds.		
3 S NHS 18.3.4	Scientific, Historical and Technological Perspectives	Give examples of the benefits of working with a team and sharing findings.		
3 S NHS 18.3.5	Scientific, Historical and Technological Perspectives	Explain that tools are used to do things better or more easily (e.g., observe, measure, and make things) and to do some things that could not be done at all (e.g., see things that are too small to be seen unaided.		
3 S NHS 20.3.1	Systems, Models, Risk, and Predicitons	Compare a model with what it represents (e.g., a model of Earth to Earth itself).		
3 S NHS 20.3.2	Systems, Models, Risk, and Predicitons	Identify observable patterns and predict future events based on those patterns (e.g., seasonal weather patterns).		
3 S NHS 20.3.3	Systems, Models, Risk, and Predicitons	Demonstrate that when parts are put together, they can do things together they could not have done by themselves.		
3 S SI	**SCIENTIFIC INQUIRY: PROCESSES AND SKILLS**			
3 S SI 21.3.1	Scientific Values and Attitudes	Observe and raise questions about the world, then seek answers through investigation.		
3 S SI 21.3.2	Scientific Values and Attitudes	Record observations of investigations over time in a notebook or journal (e.g., changes in an aquarium or terrarium).		
3 S SI 22.3.1	Communication Skills	Follow verbal and written instructions to complete a procedure.		
3 S SI 22.3.2	Communication Skills	Create illustrations, graphs, and charts to convey ideas and record observations.		
3 S SI 22.3.3	Communication Skills	Cooperate and contribute ideas within a group.		
3 S SI 23.3.3	Scientific Applications of Mathematics	Give rough estimates of numerical answers to problems before calculating.		
3 S SI 23.3.5	Scientific Applications of Mathematics	Determine whether measurements and descriptions are reasonably accurate.		
3 S SI 24.3.1	Laboratory Skills and Safety	Use equipment properly and safely in all science activities.		
3 S SI 24.3.3	Laboratory Skills and Safety	Identify and gather tools and materials needed in an investigation.		
3 S SI 24.3.4	Laboratory Skills and Safety	Keep a record of observations and measurements taken over time.		

Identifier	**Lander - Grade 3 - Science**	Introduced	Completed
3Sc1	**PHYSICAL SCIENCE**		
3Sc1.1	Apply unbalanced forces (a push or pull) to cause objects to change their motion (e.g., speed, direction, or both)		
3Sc1.2	Investigate and describe the ways that different objects may balance in various situations		
3Sc1.3	Manipulate hammers and nails, screwdrivers and crews, scissors, and other simple tools		
3Sc1.4	Investigate changes of state of matter (solids, liquids, gases)		
3Sc1.5	Describe objects in terms of their observable properties (e.g., state of matter, size, shape, color texture)		
3Sc1.6	Sort and classify objects according to observable properties (e.g., size weight, shape, color)		
3Sc1.7	Describe how hot or cold an object is by expressing its temperature		
3Sc1.8	Investigate and explain that ice will melt and water will disappear if allowed to stand in an open container		
3Sc1.9	Determine and describe how sound is produced		
3Sc1.10	Compare and describe how sound travels through different materials (e.g., solids, air)		
3Sc2	**LIFE SCIENCE**		
3Sc2.1	Investigate and describe how plants and animals have life cycles and require food, water, air, and space		
3Sc2.2	Investigate, compare, and contrast identifiable characteristics of plants and animals		
3Sc2.3	Investigate and describe how plants and animals require certain conditions to survive		
3Sc2.4	Investigate and describe how various living things behave differently under diverse conditions		
3Sc2.5	Describe the ways plants and animals adapt to their changing environments		
3Sc2.6	Explain that if germs are able to get inside one's body, they may keep it from working properly		
3Sc2.7	Investigate and describe ways that offspring may resemble parents and siblings may resemble each other		
3Sc2.8	Investigate and describe how some living things are alike in their appearance and behaviors; others are not		
3Sc2.9	Explain that many different kinds of living things exist on Earth		
3Sc2.10	Explain how particular features of plants and animals help them live in different kinds of places		
3Sc3	**EARTH AND SPACE SCIENCES**		
3Sc3.1	Investigate and describe how the Earth is composed of different kinds of materials (e.g., rocks and soils, water, and the atmosphere)		
3Sc3.2	Compare, test, measure, record, and describe observable properties of rocks and minerals		
3Sc3.3	Describe how the Earth is composed of different landforms		
3Sc3.4	Investigate and describe how the Earth is nearly spherical and covered with more water than land		
3Sc3.5	Investigate and describe the water cycle		
3Sc3.6	Describe that directions on the Earth can be represented by north, south, east, and west		
3Sc3.7	Locate the state of Nevada on a United States map		
3Sc3.8	Locate Las Vegas, Reno, Battle Mountain, Austin, Nevada on a Nevada state map		
3Sc3.9	Investigate and describe how some changes are so slow (e.g., seasons) and so fast (e.g., lightning strikes) that they are hard to see		
3Sc3.10	Investigate and explain that things that give off light also often give off heat		
3Sc3.11	Observe, record and describe seasonal differences using words, numbers, and drawings		
3Sc3.12	Investigate and explain that water can be a liquid or a solid and can go back and forth from one form to the other		
3Sc3.13	Identify the sun, moon, stars, and the Earth as components of our solar system		
3Sc3.14	Explain that there are more stars in the sky than anyone can easily count		
3Sc4	**ENVIRONMENTAL SCIENCES**		
3Sc4.1	Investigate and describe how animals and plants that live in different places have similarities and differences		
3Sc4.2	Investigate and describe the interactions of organisms within an ecosystem		
3Sc4.3	Explain that natural resources are used for many purposes		
3Sc4.4	Describe how humans have obtained natural resources for thousands of years through farming, mining, and hunting and gathering		
3Sc4.5	Identify ways to conserve natural resources		

Identifier	**Lander - Grade 3 - Science**	Introduced	Completed
3Sc4.6	Explain that many materials can be recycled and used again, sometimes in different forms		
3Sc4.7	Investigate and describe how patterns of change may be observable and predictable		
3Sc5	**THE NATURE AND HISTORY OF SCIENCE**		
3Sc5.1	Explain that science is a process that involves observing and asking questions about the natural world and seeking answers to those questions		
3Sc5.2	Explain that accurate descriptions in science are important because they enable people to compare their observations with those of others		
3Sc5.3	Recognize that science engages men and women of all ages and backgrounds		
3Sc5.4	Give examples of the benefits of working with a team and sharing findings		
3Sc5.5	Explain that tools are used to do things better or more easily (e.g., observe, measure, and make things) and to do some things that could not be done at all (e.g., see things that are too small to be seen unaided)		
3Sc5.6	Compare a model with what it represents (e.g., a model of the Earth to the Earth itself)		
3Sc5.7	Identify observable patterns and predict future events based on those patterns (e.g., seasonal weather patterns)		
3Sc5.8	Demonstrate that when parts of objects or systems are put together, the combined parts can do things that they could not have done by themselves		
3Sc6	**SCIENTIFIC INQUIRY: PROCESSES AND SKILLS**		
3Sc6.1	Observe and raise questions about the world and seek answers through investigations and experiments		
3Sc6.2	Conduct investigations and experiments independently, with a partner, or with a small group		
3Sc6.3	Identify and gather tools and materials needed in an investigation		
3Sc6.4	Record observations of investigations over time in a science notebook/journal (e.g., changes in an aquarium or terrarium)		
3Sc6.5	Follow verbal or written instructions to complete a procedure		
3Sc6.6	Develop and communicate descriptions, explanations, and predictions, based on evidence		
3Sc6.7	Create illustrations, graphs, and charts to convey ideas and record observations		
3Sc6.8	Cooperate and contribute ideas within a group		
3Sc6.9	Estimate numerical answers to problems before calculating		
3Sc6.10	Determine whether measurements and descriptions are reasonably accurate		
3Sc6.11	Use equipment properly and safely in all science activities		
3Sc6.12	Keep a record of observations and measurements taken over time		
3Sc6.13	Generate new questions based on results of investigations		