

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Language Arts Standards
Third Grade

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in language arts.
 - A. Higher thinking (analyze, evaluate, classify, predict, decide, generalize, solve, compare, simplify).
 - B. Communications (present, persuade, collaborate, explain, and recommend).
 - C. Goal setting and attainment (brainstorm, envision, research, plan, organize, and persist).
 - D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to read, write, speak, and listen for a variety of purposes.
 - A. Be able to read, comprehend, interpret, evaluate and enjoy literature (realistic fiction, fantasy, fables, and nonfiction) and informational texts. State Ri
 - B. Be able to use mass media (newspapers, magazines, radio, television, movies, Internet, CD-ROM).
 - C. Be able to conduct research (locate, observe and gather, analyze, conclude).
 - D. Possess technical skills:
 - read, write and present: instructions, chart, thank you letter, letter of request, letter of response, proposal, lab report, research report, summary;
 - technology: word processing, Internet.
 - E. Be able to use reading strategies and word analysis skills to comprehend texts for specific purposes. St R2

Course Content [Read, write, speak, and listen skillfully.]

3. Be able to understand, use, pronounce, and spell vocabulary from all subjects.
 - A. Break words into syllables.
 - B. Use opposites, rhyming words, synonyms, compound words, and common homonyms.
 - C. Identify, understand, and use more prefixes and suffixes.
 - D. Alphabetize to the third letter and find words in a dictionary.
 - E. Speak, write, and use vocabulary from all subject areas.

4. Be able to read for meaning (main idea, sequences, details, and summarization) and read aloud in groups.
 - A. Choose reading selections for a particular purpose (pleasure, information, research).
 - B. Distinguish between, talk, and write about realistic fiction, fantasy, fables, and nonfiction.
 - C. Identify topic, events in sequence, and important details and identify, speak, and write summaries. RI .2.1
 - D. Follow directions, predict next step and outcome, and draw conclusions.
 - E. Tell about setting, plot, characters, and resolution and relate stories to one-self.
 - F. Read aloud fluently and expressively with proper phrasing.
 - G. Participate in group oral reading of descriptions, poetry, and summaries.
 - H. Use a combination of the following to read and comprehend text: knowledge of phonetics, language structure, and semantics; knowledge of text structure such as illustrations, graphs, and headers; self-monitoring and self-correction strategies when reading; adjusting reading pace or style based on purpose, task, and type of text. R2.2.1, R2.3.i

(cont.)

Third Grade Language Arts (cont.)

5. Be able to write a sequence of several proper and legible sentences organized around a theme.
 - A. Print and use cursive writing correctly and neatly so that others can read it.
 - B. Revise writing for correct usage, spelling, capitalization, end punctuation, grammar, sentence construction, paragraph construction, and word choice. WI .2.3, WI .2.5
 - C. Revise writing to improve logical progression of ideas and to add any necessary supporting information. WI .2.5
 - D. Use vocabulary words from all subjects in writing and talk about the writing.
 - E. Clearly communicate a main idea, proper details, and a correct sequence.
 - F. Write an imaginative story.
 - G. Write clear, correct, organized, and brief summaries.
 - H. Write complete and correct descriptions with sensory details.

6. Be able to organize thoughts before speaking or discussing, use visual supports, and speak in complete sentences.
 - A. Stand straight, face group, keep feet still, make eye contact, enunciate clearly, and speak with proper volume.
 - B. Organize thoughts before speaking.
 - C. Use complete sentences to explain the main idea and fully explain it with a prepared sequence.
 - D. Add good ideas in small and large group discussions in turn.
 - E. Answer questions briefly and clearly.
 - F. Speak in complete sentences.
 - G. Select, develop, and use visual aids when speaking in a non-distracting manner to clarify ideas.

7. Be able to gain information by listening to and viewing descriptions, stories, and informational presentations.
 - A. Show social courtesies for listening (pay attention, no distractions, look at speaker, respond to speaker).
 - B. Restate what was heard and answer questions about descriptions, stories, and informational presentations.
 - C. Use a plan to gain information from descriptions, stories, and informational presentations.
 - D. Summarize verbally and in writing descriptions, stories, and informational presentations.
 - E. Follow multi-step directions to perform procedures and complete tasks. RI .2.3
 - F. Relate events, ideas, settings, and cultures of origin from one literary work to other texts. RI .2.8
 - G. Form and explain standards or judgments of quality writing. WI .2.6

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Math Standards
Third Grade

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in math.
 - A. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, compare, simplify).
D1 .2.1, D1 .2.2, D1 .2.3 (Both sets of States reused numbers)
 - B. Communications (present, persuade, collaborate, explain, and recommend). C1 .2.1, 1.2.2, C1 .2.3, C1 .2.4
 - C. Goal setting and attainment (brainstorm, envision, research, plan, organize, and persist).
 - D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to apply math knowledge and skills to a variety of purposes.
 - A. Be able to use the four-step problem-solving process (locate facts, identify question, select operations, solve and label solution) and check for common sense. State Bi .2.1, Bi .2.2, Bi .2.3
 - B. Be able to conduct research (locate, observe and gather, present).
 - C. Be able to use charts, graphs, tables, manipulatives, clocks (to nearest minute), money (count to \$5.00), models and other resources to solve problems.
 - D. Possess technical skills:
 - Read/write/present: instructions, table, chart, thank you letter, letter of request, letter of response, proposal, lab report, research report, summary;
 - technology: word processing, database, Internet, AV production.
 - E. Apply mathematical concepts and processes to situations within and outside of school.

Course Content

3. Be able to read, write, and compare whole numbers through four digits and round two and three digit numbers to the nearest ten.
 - A. Read and write to 9,999.
 - B. Find tens, hundreds, and thousands places.
 - C. Compare whole numbers for greater, lesser, and equal.
 - D. Know and apply the rules for rounding off numbers.

4. Be able to readily recall addition and subtraction facts through 18 and multiplication and division 0 to 9.
 - A. Use manipulatives to understand facts.
 - B. Use basic facts in real-life situations. E1 .2.1, E1 .2.2, E1 .2.3, E1 .2.4
 - C. Use strategies to memorize facts.
 - D. Check addition using subtraction and subtraction using addition.
 - E. Recall and use basic multiplication and division facts orally, in timed test and as missing factors.
A3.2.2, A1 .2.3, A1 .2.6, A1 .2.7, A3.1.4, A4.2.2

Third Grade Math (Cont.)

5. Be able to regroup numbers up to four digits in addition and subtraction.
 - A. Line up four-digit numbers to add and subtract.
 - B. Regroup numbers greater than ten in the next column when performing addition.
 - C. Complete each column in addition and subtraction before moving on to the next.
 - D. Regroup in subtraction if the top digit is smaller than the digit below.
 - E. Use manipulatives to understand regrouping.

6. Be able to read, write, illustrate, and compare fractions with like denominators.
 - A. Know placement of numerator and denominator and say and write fractions correctly.
 - B. Know meaning of denominator as the whole and numerator as parts of the whole and tell which fraction is larger.
 - C. Use manipulatives and pictures to illustrate and compare fractions.

7. Be able to identify, measure, and describe plane and geometric figures.
 - A. Identify, measure, label, and draw squares, circles, triangles, rectangles, pentagons, hexagons, and octagons. A5.2.1
 - B. Identify and label cubes, spheres, cylinders, cones, pyramids, and rectangular prisms.
 - C. Describe plane and geometric figures in terms of shape, sides, perimeter, area, and examples. A5.2.2
 - D. Match congruent figures and draw a line of symmetry. A5.1 .3, A5.2.3
 - E. Distinguish between area and perimeter, finding both using a variety of methods including rulers, grid paper, tiles and formulas that are derived through experience. A5.24

8. Be able to perform basic operations using calculators (effectively, efficiently, and accurately).
 - A. Know four basic functions of calculators (add, subtract, multiply, divide).
 - B. Check answers with calculator for adding, subtracting, and multiplying.
 - C. Use calculators for problem solving, to find and extend patterns in the number system, and find a missing item in a number sequence. A4.1.3, A4.2.3

9. Be able to select and use appropriate systems, units, and tools of measurement and estimation.
 - A. Estimate and measure weights, lengths, and temperatures to the nearest unit using the metric and standard systems. A2.2.1
 - B. Identify and use equivalent measurements when required by the situation (e.g., 60 minutes = 1 hour, 7 days = 1 week). A2.2.2
 - C. Use a variety of measuring tools and describe the attributes they measure (e.g., rulers measure length, and thermometers measure temperature). A2.2.3
 - D. Estimate and use direct methods to measure model dimensions of geometric figures including lengths of sides, angles, diameters, and circumferences; determine and describe the relationships among various dimensions of specified figures (radius and circumference). A2.2.4
 - E. Use a calendar to solve problems concerning days, weeks, months and years. A2.2.5
 - F. Tell time using analog and digital clocks identifying AM and PM; find elapsed time within AM and PM constraints. A2.2.6
 - G. Read, write, and use money notation; determine possible combinations of coins and bills to equal given amounts; and count back change for any given situation. A2.2.7
 - H. Apply information about time zones and elapsed time to solve problems. A2.3.6

Third Grade Math (cont.)

10. Be able to represent, analyze and use mathematical patterns, relations, and functions using a variety of representations including tables, equations and graphs.
 - A. Use patterns and their extensions to make predictions and solve problems; describe patterns found in the number system including those formed by multiples, factors, triangular numbers, perfect squares, and powers of 10. A4.2.1
 - B. Use words, lists, and tables to represent and analyze patterns. A4.2.4
 - C. Explain the purpose of variables and use them in open sentences to express relationships and describe simple functions. A4.2.5

11. Be able to collect, organize, analyze, interpret, represent, and formulate questions about data and make reasonable and useful predictions about the certainty, uncertainty, or impossibility of an event.
 - A. Collect, organize, and display data creating a variety of visual displays (e.g., tables, charts, line graphs, stem and leaf plots). A6.2.1
 - B. Interpret and analyze data from displays (e.g., charts, stem and leaf plots, and circle graphs), using the information to solve problems. A6.2.2

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Social Studies Standards
Third Grade (Understand the Community)

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in social studies.
 - A. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, compare, simplify).
 - B. Communications (present, persuade, collaborate, explain, recommend).
 - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
 - D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to apply social studies knowledge and skills to a variety of purposes.
 - A. Be able to conduct and present research (locate and organize information, write, support, and present).
 - B. Be able to relate social studies to self:
 - view life from other perspectives and others' point of view;
 - understand key forces (inventions, discoveries, people, events, moments) which have shaped our world;
 - explain the causes and effects key forces have on self, the present, the future;
 - use the past and present (other cultures and other places) to solve problems and make decisions;
 - relate current events to self (know sources related to current events, be able to talk about current events).
 - C. Possess technical skills:
 - read/write/present: instructions, chart, thank you letter, letter of request, letter of response, proposal, research report, summary;
 - technology: word processing, database, Internet, AV production.

Course Content

3. Understand what makes up a community.
 - A. Know what a community is and what is included in it.
 - B. Know how a community is governed.
 - C. Know about the finances (resources, goods, taxes) of a community.
 - D. Know about the history of one's community.
 - E. Know the importance of businesses and services in a community.

4. Understand the geography of the community.
 - A. Be able to read and make maps of a community.
 - B. Know how a community relates to a state and country.
 - C. Know how a community is affected by its geographical location.

5. Understand how to be a part of a community.
 - A. Know how to travel throughout a community (transportation).
 - B. Know the importance of the rules (laws and expectations) of a community and be able to follow the rules of one's community.
 - C. Know how a community's needs are met (services).
 - D. Know about the groups, clubs, and organizations in the community.
 - E. Know how the community is constantly changing.

Third Grade (Cont.)

6. Understand the similarities and differences of communities throughout the world.
 - A. Be able to relate one's community to communities throughout the state.
 - B. Be able to relate one's community to communities throughout the United States.
 - C. Be able to relate one's community to communities in other countries.
 - D. Know how communities in history were similar and different from communities today.

7. Understand the responsibilities and benefits of living in a community.
 - A. Be able to follow the rules (laws and expectations) of the community.
 - B. Be able to respect the rights and property of others.
 - C. Be able to participate in a community to make a difference (volunteer, cooperate, do one's share).
 - D. Know what is important to a community (pride and culture).
 - E. Be able to fulfill personal responsibilities as a member of a community.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Science Standards
Third Grade

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in science.
 - A. Higher thinking (analyze, evaluate, classify, predict, decide, estimate, generalize, solve, compare, simplify).
 - B. Communications (present, persuade, collaborate, explain, recommend).
 - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
 - D. The quality process (plan, draft, analyze, and revise when producing products).
 - E. Explore related careers.

2. Be able to apply science knowledge and skills to a variety of purposes.
 - A. Be able to solve problems using the scientific method (research, hypothesis, experimentation, findings, conclusion).
 - B. Be able to conduct research (field research, library research, experimentation).
 - C. Be able to use scientific equipment appropriately (safely, effectively, efficiently, accurately).
 - D. Know how to preserve the earth (reuse, reduce, recycle, refuse).
 - E. Possess technical skills:
 - read/write/present: instructions, chart, thank you letter, letter of request, letter of response, proposal, lab report, research report, summary;
 - technology: word processing, database, Internet, AV production.

Course Content

3. Understand plants and their processes.
 - A. Be able to group plants as either seed or nonseed.
 - B. Be able to tell different types of seed plants apart (flowers and cones).
 - C. Know that flowering plants have two kinds of seeds (monocot, dicot).
 - D. Know that seed plants with cover are identified by their needles and type of cone.
 - E. Know the four types of nonseed plants and how they reproduce.
 - F. Know examples of nonseed plants.
 - G. Know what the plant needs to make food.
 - H. Know the purpose of chlorophyll.

4. Understand ecosystems and how plants and animals adapt to survive.
 - A. Know what animals need to survive (reproduction, food, shelter, water, survival techniques).
 - B. Know what plants need to survive (water, sun, nutrients, pollination).
 - C. Be able to describe an ecosystem.
 - D. Know how communities affect each other.
 - E. Know how communities depend on each other.
 - F. Know how adaptations help animals and plants survive.
 - G. Know and give examples of behavioral adaptations (migration and hibernation).
 - E. Introduce endangered species and biodiversity.

Third Grade (cont.)

5. Be able to identify the basic types of force (magnetism, gravity, electrical) and energy (electrical, solar, wind, motion, light, heat).
 - A. Know magnetism has poles.
 - B. Be able to apply knowledge that magnetism is a force.
 - C. Be able to apply knowledge that electricity is a force.
 - D. Know the basic elements of magnetism, gravity, and friction.
 - E. Know the basic elements of energy.

6. Be able to observe, classify, and explain the properties, states, and changes of matter.
 - A. Know the three states of matter.
 - B. Know how matter can change.
 - C. Know the properties of each state of matter.
 - D. Introduce the movement of molecules in each state.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Art Standards
Third Grade

1. Be able to use the elements of art, especially texture and value, to create art and objects.
 - A. Know the elements of art and be able to find them in many things (intentional art, everyday objects, and nature).
 - B. Be able to identify and describe different textures by touch and appearance in many things (in isolation, intentional art, everyday objects, and nature).
 - C. Be able to copy visual textures and show textures by touch in art.
 - D. Be able to identify primary and secondary colors and cool and warm colors.
 - E. Be able to identify and describe the mood of colors of different value.
 - F. Be able to create colors of different value and use them in own original art.
 - G. Be able to explain the purpose of textures and values in your art.

2. Be able to use the principles of art, especially balance and unity, to make art and objects.
 - A. Be able to distinguish between the principles of art and identify principles in art, everyday objects, and nature.
 - B. Be able to identify balance and imbalance in art, everyday objects, and nature.
 - C. Be able to identify unity in art, everyday objects, and nature.
 - D. Be able to create examples of balance, imbalance, and unity in your art and in designing objects and decorating.
 - E. Be able to explain the purpose of balance, imbalance, and unity in your creative products.

3. Be able to use many kinds of art materials, especially clay-like materials and painting materials (finger, tempera, watercolors, with unusual applicators such as sponges or toothbrushes), to create art and useful things and to decorate.
 - A. Be able to complete many kinds of art by yourself and with others.
 - B. Be able to plan the art before you do it.
 - C. Be able to say why you made the art and what was the idea behind it.
 - D. Be able to say what it is like to make art [express feelings associated with creating art].
 - E. Be able to show and explain the use of texture, value, balance, and unity in your art.

4. Be able to appreciate and know about art made by other cultures [cultures being studied in other subject areas such as music, social studies, or language arts or one or two major cultures] and by [two or three major artists chosen for status and to be multi-culture/gender fair].
 - A. Know how the art made in these cultures is different (styles, subject matter, media, history).
 - B. Know how artists get ideas in these cultures.
 - C. Know about the artists (basic background details such as name, life dates, home nation or place, historical status and unique traits such as style, media, subject matter).
 - D. Be able to identify a few famous examples of the art of the cultures and artists.
 - E. Be able to create art in imitation of the art of the cultures and artists and explain how it imitates that art.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Physical Education Standards
Third Grade

Course Abilities (Should be achieved throughout year.)

1. Be able to apply physical education to life.
 - A. Be able to work to have better coordination, endurance, and a good attitude.
 - B. Be able to assess your heart rate.
 - C. Know the benefits, safety practices, and rules for participating in physical activities.
 - D. Know why it is important and what it takes to get in shape.
 - E. Be able to be a good sport about winning and losing, to be a part of a team, to encourage and help others, to follow the rules for team games, and to show social skills.
 - F. Know your own strengths and weaknesses and the value of repetition and practice.
 - G. Be able to take care of sports equipment.

Course Content

2. Be able to show the knowledge and skills which will make you better at group and team sports (kickball, soccer, football, volleyball, basketball, softball, and floor hockey).
 - A. Pre-kickball: rules (three outs, force out, foul ball, tagging out), correct overhand throw (dominant hand stepping with opposite foot), catching correctly with hands and arms, and running the bases properly.
 - B. Pre-soccer skills: kick properly, dribble ball with feet, pass ball with accuracy, trap ball, and deflect and catch ball as goalie.
 - C. Pre-football: throw football properly (holding ball properly, hitting stationary target), catch football (with hands and arms), kick football properly (three-step kick), and carry ball properly (wedged between hand, arm, and body).
 - D. Pre-volleyball: do two-handed catch set, serve underhanded, and play properly with others in a modified game.
 - E. Pre-basketball: dribble basketball (both hands - walking and stationary), bounce and chest pass, catch basketball properly (hands and arms), and play properly with others in a modified game.
 - F. Pre-softball: grip softball properly, throw softball properly (opposite foot steps), and bat (correct grip and stance).
 - G. Floor hockey: control puck with stick while moving, pass puck, shoot puck, and play properly with others in a game.
3. Be able to increase muscular strength, endurance, flexibility, body awareness, and agility through fitness and recreational activities (jumping rope, endurance running, and parachutes).
 - A. Be able to show you are in the shape you should be in for your age. [Achieve age-appropriate norms on a standardized fitness test.]
 - B. Be able to show individual skills with short rope.
 - C. Be able to do warm-up exercises, jumping jacks, pushups, one minute bent situp, 40 yard dash, pull-up/flex arm hand, shuttle run, and standing long-jump.
 - D. Be able to move a parachute in many ways as a part of a group and take part in many simple group games.
 - E. Be able to do endurance running.

(cont.)

Third Grade (cont.)

4. Be able to get better at dance and moving to rhythms.
 - A. Be able to use dance elements to create individual and group dances.
 - B. Be able to do basic steps (heel-toe, two-step, sashay, step draw).
 - C. Be able to do basic formations (threes, reel, partner, sets, a variety of circles).

5. Be able to demonstrate the knowledge and skills which will make you better in individual and dual sports and recreational activities.
 - A. Be able to apply safety procedures (proper warm-up and spotting techniques).
 - B. Know the importance of stretching techniques.
 - C. Know local sports and recreational activities and places (YMCA, city, clubs, teams, and organizations).
 - D. Be familiar with equipment which can aid in sports and recreational activities.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Music Standards
Third Grade

1. Expression: Understand the purpose of dynamics in music.
 - A. Know dynamic markings (f, mf, mp, p, pp).
 - B. Be able to react to dynamic markings by singing and playing and with movement.

2. Tone Color: Be able to hear timbre in instruments and voices.
 - A. Know the different ways musical sounds are made and be able to hear the difference between them.
 - B. Know by sight and sound members of the families of instrumental timbre.
 - C. Know the names and be able to hear the difference between bass, tenor, alto, and soprano voices.

3. Melody: Understand the treble clef and improve your ability to sing solfege (Do, Re, Mi, Fa, 501, La, Ti, Do).
 - A. Be able to draw the treble scale and name the lines and spaces.
 - B. Be to make a good effort to sing basic intervals.
 - C. Be able to see how simple songs are written on the treble clef.
 - D. Be able to sing and play steps and skips.
 - E. Be able to sing with enthusiasm solfege patterns and songs.

4. Rhythm: Understand values of notes in basic patterns and meters in 2's and 3's.
 - A. Be able to clap to music played in 2's and 3's.
 - B. Be able to sing and clap in 2's and 3's.
 - C. Know eighth, quarter, half, dotted half, and whole notes and rests.
 - D. Be able to react to these notes in 3/4 and 4/4 meters and in rhythmic patterns.

5. Form: Be able to recognize musical phrase form and repeated patterns.
 - A. Be able to identify repeated phrases.
 - B. Be able to say/write letters to identify forms.

6. Harmony: Understand how sounds are combined or layered.
 - A. Be able to tell the difference between layered and nonlayered music.
 - B. Be able to identify chords and triads and play them on Orff instruments.
 - C. Be able to sing and play rounds.

7. History/Style: Be able to participate in folk music, ethnic music, and historically-important music.
 - A. Be able to identify, sing, and dance to [kinds of folk and ethnic music related to other subjects].
 - B. Be able to identify, sing, and know the place of historically significant songs.
 - C. Know the basic facts (name, life dates, home nation or place, historical status) and be able to recognize a few of the famous compositions of [1-3 major composers chosen to be multi-culture gender fair].

8. Audience/Performance Skills: Be able to take care of equipment, be a good audience, and be a good group member.
 - A. Be able to use classroom equipment/materials with care and for proper purpose only.
 - B. Be able to properly return equipment/materials to where they are stored.
 - C. Be able to show quiet and appreciative attention to the performance of others.
 - D. Be able to express appreciation for performance with proper clapping and with compliments.
 - E. Be able to work for good group singing, playing, and performing.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Health Standards
Third Grade

- R 1. Understand about feelings one may have.
- A. Know feelings and causes of feelings.
 - B. Know that there are support people to help manage feelings.
 - C. Know and apply ways to prevent or control conflicts.
 - D. Know how family and friends help manage feelings.
- R 2. Understand how families have to change.
- A. Know the stress families face in making a living (work hours, changing jobs, work stress).
 - B. Know the stress families face in making decisions (purchases, schools, churches, friends).
 - C. Know about the changes which take place in family members as they grow.
- W 3. Understand why and how to take care of one's teeth.
- A. Know why good dental health is important.
 - B. Know the strategies for dental health (regular check ups, flossing, brushing, nutrition).
 - C. Be able to develop a personal plan for good dental health.
- W 4. Understand why and how to get good exercise, relaxation, nutrition, and sleep.
- A. Know why good exercise, relaxation, and sleep are important.
 - B. Be able to get enough exercise, relaxation, and sleep.
 - C. Be able to develop a plan to get good exercise, relaxation, and sleep.
 - D. Be able to develop a family plan for getting good exercise, relaxation, and sleep.
 - E. Know the major classes of nutrients and their functions.
- S 5. Be able to apply basic first aid and safety rules.
- A. Know about hazards which can cause injury (fire, electrical, substances, scrapes, cuts).
 - B. Be able to use first aid for minor injuries.
 - C. Be able to get help for injuries or emergencies.
 - D. Know basic safety rules (pedestrian, animal, transportation, fire, stranger).
- W 6. Understand the affects of alcohol, tobacco, and drugs on oneself.
- S
- A. Know the short-term effects of alcohol, tobacco, smokeless tobacco, and some drugs.
 - B. Know the long-term effects of alcohol, tobacco, smokeless tobacco, and some drugs (physical, mental, social, emotional).
 - C. Know how to feel good without alcohol, tobacco, and drugs.
 - D. Be able to develop and commit to a plan to not use alcohol, tobacco, and drugs.
- W 7. Understand causes and prevention of disease.
- S
- A. Know how HIV/AIDS is and is not spread.
 - B. Know possible causes of heart disease and cancer.
 - C. Know what behaviors help prevent disease and illness.
 - D. Be able to support others to make healthful choices.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
World Language Standards
Elementary/Junior High (Introductory Course)

Focus of the year/program: sense the differences and become interested

Course Abilities [Apply the following to each content standard.]

1. Develop abilities in world language.
 - A. Think clearly and solve problems about language (classify, decide, solve, compare).
 - B. Talk and write clearly about language (present, persuade, collaborate, explain, defend, recommend).
 - C. Make careful plans and use them (brainstorm, envision, research, plan, organize, persist).
 - D. Use the quality process (plan, draft, analyze, and revise when producing products).

2. Be able to read, write, speak, and listen for many purposes.
 - A. Be able to read and enjoy literature.
 - B. Be able to use mass media (newspapers, radio, television, movies, Internet, CD-ROM).
 - C. Be able to conduct research (locate, observe/gather, analyze, conclude).
 - D. Possess technical skills:
 - read/write/present: instructions, chart, thank you letter, letter of request, proposal, report, summary
 - technology: word processing, Internet, AV production

Course Content (Read! write. speak, and listen skillfully)

3. Be able to use different ways of greeting people in different situations in the target language.
 - A. Know and apply gestures and words for conventional greetings.
 - B. Know and apply terms of address in both formal and informal situations.

4. Be able to imitate language sounds in the target language.
 - A. Be able to recognize and say the alphabet.
 - B. Be able to recognize and say sound combinations.
 - C. Be able to recognize silent letters.
 - D. Be able to pronounce vocabulary words with reasonable accuracy.

5. Be able to respond to basic questions and classroom directions in the target language.
 - A. Be able to answer personal questions (age, likes and dislikes, names, where live, time, dates).
 - B. Be able to use vocabulary words, pronouns, and a few basic verbs.
 - C. Be able to ask simple questions.
 - D. Be able to react properly to simple classroom commands and directions.
 - E. Be able to identify and apply the vocabulary for classroom objects and activities.

6. Be able to use simple sentences.
 - A. Be able to use pronouns and a few basic verbs.
 - B. Be able to describe classmates, family, and self.
 - C. Be able to give and respond to simple commands.
 - D. Be able to identify cognates.
 - E. Be able to recognize the vocabulary words for each unit.

World Languages - Elementary I Junior High (cont-)

7. Be able to watch and listen for main ideas and details.
 - A. Be able to identify cognates.
 - B. Be able to watch others' actions and reactions to discover meaning.
 - C. Be able to restate in English a simple passage in the target language.
 - D. Be able to find specific details in simple passages in the target language.

8. Possess basic knowledge of the geography and culture of countries of the target language.
 - A. Be able to identify countries of the target language on the globe.
 - B. Be able to identify the capitals and a few key features on a map of the countries.
 - C. Be able to explore the countries' traditions, stories, arts, etc.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Computer Standards
Kindergarten to Sixth Grade

1. Understand and be able to properly use the keyboard. [K-Sixth Grade]
 - A. Know and be able to use a basic keyboard. [Primary]
 - B. Know and be able to use a computer keyboard (enter, esc, alt). [Primary]
 - C. Know and be able to use proper posture and placement of hands on keyboard. [Intermediate]
 - D. Be able to keyboard using the touch system. [Intermediate]

2. Understand basic computer operations. [K-Sixth Grade]
 - A. Know basic computer terminology. [Primary]
 - B. Be able to use a checklist to determine why a computer is not functioning properly. [Intermediate]
 - C. Be able to use menu-driven software. [Intermediate]

3. Be able to use a word processing program. [Fourth-Sixth Grade]
 - A. Be able to write and edit documents.
 - B. Be able to load and save documents.
 - C. Be able to print.
 - D. Be able to use graphics and fonts (print shops, logowriter, writing center).

4. Be able to use hardware and software safely and properly. [K-Second Grade]
 - A. Be able to use input devices (mouse, keyboard).
 - B. Be able to turn on/off and adjust monitor.
 - C. Be able to turn on/off CPU.
 - D. Be able to insert diskettes and access disk drives.
 - E. Be able to log on and off network.

5. Be able to use a computer as an educational tool. [K-Sixth Grade]
 - A. Be able to use remote databases to access and retrieve information (Internet, Weekly Reader, Prodigy, Nova, Space Shuttle). [Intermediate]
 - B. Be able to use database and spreadsheets to manipulate data. [Intermediate]
 - C. Be able to use technology to solve problems. [Intermediate]

NORTH SLOPE BOROUGH SCHOOL DISTRICT
Media Standards - Third Grade

Course Abilities [Apply the following to each content standard.]

1. Apply abilities to media.
 - A. Higher thinking (analyze, evaluate, classify, predict, estimate, decide, generalize, solve, compare, simplify).
 - B. Communications (present, persuade, collaborate, explain, recommend).
 - C. Goal setting/attainment (brainstorm, envision, research, plan, organize, persist).
 - D. The quality process (plan, draft, analyze, and revise when producing products).

2. Be able to read, write, speak, and listen for many purposes.
 - A. Be able to watch, read, listen to, and enjoy media.
 - B. Be able to use mass media (magazines, newspapers, radio, television, Internet, CD-ROM).
 - C. Be able to conduct research (locate, observe/gather, analyze, conclude).
 - D. Possess technical skills:
 - read/write/present: instructions, chart, thank you letter, letter of request, proposal, research report, summary
 - technology: word processing, database, Internet, AV production

Find

3. Be able to find fiction books, nonfiction books, and magazines in the media center.
 - A. Know where fiction books and nonfiction books are kept in the library and how they are organized.
 - B. Be able to find books on the shelf.
 - C. Be able to find magazines.

4. Be able to find books using the card catalog with assistance.
 - A. Be able to find fiction and nonfiction books by subject using the card catalog.
 - B. Be able to find fiction and nonfiction books by title using the card catalog.
 - C. Be able to find fiction and nonfiction books by author using the card catalog.
 - D. Be able to find out about books using the on-line card catalog.
 - E. Be able to use a card catalog or on-line card catalog in other libraries.

5. Be able to use reference materials.
 - A. Be able to find encyclopedias, dictionaries, and atlases in the media center.
 - B. Be able to find specific information in an encyclopedia.
 - C. Be able to find specific information in a dictionary.
 - D. Be able to find specific information in an atlas.

Produce

6. Be able to use technology (word processing, overhead projector, VCR) to make simple products.
 - A. Be able to use a word processor to write a basic report.
 - B. Be able to use format commands on a word processor.
 - C. Be able to print a report.
 - D. Be able to record a television program.
 - E. Be able to use an overhead projector.

Third Grade (Cont.)

Other

7. Be able to show respect for people and materials in the media center.
 - A. Be able to respect the quiet of a media center.
 - B. Be able to treat materials, equipment, and media center workers with respect.
 - C. Be able to behave correctly for different activities in the media center.
 - D. Be able to return materials appropriately on time and in the right place.
 - E. Know that media center workers are there to assist in learning and not for doing one's work.
 - F. Be able to show appreciation for the contributions of various authors.

NORTH SLOPE BOROUGH SCHOOL DISTRICT
K-12 Counseling Standards
Third Grade

Acquire and apply knowledge of self and others.

1. Understand, accept and respect self.
 - A. Be able to describe ways that third graders can care for themselves physically, intellectually and emotionally.
 - B. Know feelings and causes of feelings.
 - C. Be able to identify support people available to talk to about feelings.
 - D. Know why good exercise, relaxation and sleep are important.
2. Understand, respect and get along with others.
 - A. Describe how to choose and keep friends and show respect for others.
 - B. Know and apply ways to prevent or control conflicts.
3. Be able to communicate effectively.
 - A. Be able to listen to and speak appropriately with friends and others.
 - B. Know who to talk to when help is needed.
4. Know how to behave responsibly in the family.
 - A. Be able to describe the responsibilities that parents, family members and other adults have.
 - B. Know how to get along with siblings.
5. Develop group and leadership skills.
 - A. Be able to identify and describe the responsibilities of community leaders.
 - B. Be able to display good citizenship.
6. Make appropriate decisions about drugs and alcohol.
 - A. Be able to identify and use appropriate refusal skills.
 - B. Know the short-term effects of alcohol, tobacco, and smokeless tobacco.
7. Make appropriate decisions about personal safety.
 - A. Be able to demonstrate how to respond to emergencies and crisis situations.
 - B. Know how to say "No!" in unsafe situations.

Third Grade (cont.)

Develop competencies in career and life planning.

1. Use appropriate decision-making skills.
 - A. Be able to describe a decision-making process.
 - B. Know how to change poor decisions.
2. Be able to solve problems.
 - A. Be able to demonstrate a problem-solving process.
 - B. Be able to evaluate solutions.
3. Explore, plan and prepare for the future.
 - A. Know what a goal is and the concept of setting goals.
 - B. Be able to identify a personal goal.
4. Explore, plan and prepare for a career.
 - A. Be able to describe types of awards people obtain for their work.
 - B. Know some reasons why people work.

Achieve Educational Success

1. Develop positive attitudes toward school and learning.
 - A. Be able to describe good study skills.
 - B. Be able to explain how good study skills relate to learning.
2. Make decisions about educational opportunities.
 - A. Be able to define what "future" means.
 - B. Be able to summarize what educational opportunities lie in the future.
3. Behave responsibly in school.
 - A. Be able to discuss the importance of accepting responsibility.
 - B. Be able to describe the different types of responsibilities that individuals have within the learning environment.