

**California State Standards for Third Grade
Indian Land Tenure Curriculum
Standard Four, Lesson Four**

Standards that students could potentially address:

California Content Standards for English-Language Arts

LISTENING AND SPEAKING

1.0 Listening and Speaking Strategies

Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.

Comprehension

- 1.1 Retell, paraphrase, and explain what has been said by a speaker.
- 1.2 Connect and relate prior experiences, insights, and ideas to those of a speaker.
- 1.3 Respond to questions with appropriate elaboration.

Organization and Delivery of Oral Communication

- 1.5 Organize ideas chronologically or around major points of information.
- 1.6 Provide a beginning, a middle, and an end, including concrete details that develop a central idea.
- 1.7 Use clear and specific vocabulary to communicate ideas and establish the tone.

2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

- 2.1 Make brief narrative presentations:
 - a. Provide a context for an incident that is the subject of the presentation.
 - b. Provide insight into why the selected incident is memorable.

Content Standards for Science

Physical Sciences

- 1. Energy and matter have multiple forms and can be changed from one form to another. As a basis for understanding this concept:
 - b. *Students know* sources of stored energy take many forms, such as food, fuel, and batteries.

Life Sciences

- 3. Adaptations in physical structure or behavior may improve an organism's chance for

survival. As a basis for understanding this concept:

- a. *Students know* plants and animals have structures that serve different functions in growth, survival, and reproduction.
- c. *Students know* living things cause changes in the environment in which they live: some of these changes are detrimental to the organism or other organisms, and some are beneficial.
- d. *Students know* when the environment changes, some plants and animals survive and reproduce; others die or move to new locations.

Investigation and Experimentation

5. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- b. Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed.
- d. Predict the outcome of a simple investigation and compare the result with the prediction.

Content Standards for Visual and Performing Arts

Visual Arts

2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts

Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.

Skills, Processes, Materials, and Tools

- 2.2 Mix and apply tempera paints to create tints, shades, and neutral colors.