Third Grade Instructional Objectives

Bible

1. Identify themselves as God's special creation.
2. Identify the results of sin and the need for salvation.
3. Identify with the need for God's mercy.
4. Describe the punishment for sin.
5. Identify the need to trust God instead of fearing men.
6. Distinguish between a doubting mind and a godly mind.
7. Distinguish between a rebellious mind and a godly mind.
8. Restate why God led the Israelites out of Egypt and gave us the Ten Commandments.
9. Develop an understanding of trust and faith.
10. Identify the need to trust God with the little things as well as the big things.
11. Recognize that doing right must be accompanied by pure motives.
12. Identify characteristics of pure speech.
13. Identify Jesus Christ as the Son of God.
14. Explain how Micah's prophecy was fulfilled and realize that it pleases God to put others before ourselves.
15. Recall that Jesus is the Good Shepherd and Christians are His sheep and identify God's perfect plan.
16. Develop an understanding of the comparison between Christians and sheep in the Bible. They will also be able to define the role of a missionary.
17. Develop an understanding of the Lord's Prayer and describe how happiness comes from a Christ-like attitude.
18. Restate how/why Christians should tell others about salvation through Christ.
19. Recall facts and details about how the gospel spread from one place to the rest of the world.
20. Develop an understanding of the need for Christians to help other Christians.
21. Demonstrate an understanding of the importance of spreading the gospel and being cooperative and joyful.
22. Recall facts and details about the suffering of early church leaders for Christ.
23. Compare the same Bible account recorded in several books.
24. Recall the facts and details of the Easter story and realize that Christians should tell others about salvation through Christ
25. Identify the twelve disciples of Jesus and know that Jesus is the best friend of a believer.
26. Deduce that a person will behave according to his or her heart.
27. List ways that friends care for and help one another.
28. Identify Jesus as the best friend of a believer and understand that He watches over and helps believers.
29. Match prophecy foretold with prophecy fulfilled.
30. Develop an understanding of the "end times".
31. Identify that Scripture cannot be added to or subtracted from and develop an understanding about the Dead Sea Scrolls.
32. Cite the importance of using God's Word in witnessing to others.

Reading

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
6. Distinguish their own point of view from that of the narrator or those of the characters.
7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
8. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
9. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
10. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
11. Determine the main idea of a text; recount the key details and explain how they support the main idea.
12. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
13. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
14. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
15. Distinguish their own point of view from that of the author of a text.
16. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
17. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
18. Compare and contrast the most important points and key details presented in two texts on the same topic.
19. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
20. Know and apply grade-level phonics and word analysis skills in decoding words.
    - a. Identify and know the meaning of the most common prefixes and derivational suffixes.
    - b. Decode words with common Latin suffixes.

•c. Decode multisyllable words.
•d. Read grade-appropriate irregularly spelled words.

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

Reading: Writing/Language

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
    •a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
    •b. Provide reasons that support the opinion.
    •c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
    •d. Provide a concluding statement or section.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
    •a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
    •b. Develop the topic with facts, definitions, and details.
    •c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
    •d. Provide a concluding statement or section.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    •a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
    •b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
    •c. Use temporal words and phrases to signal event order.
    •d. Provide a sense of closure.
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
6. With guidance and support from adults, interact and collaborate with others to improve writing skills.
7. Conduct short research projects that build knowledge about a topic.
8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
10. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
    •a. Come to discussions prepared, having read or studied required material;

explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
•b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
•c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
•d. Explain their own ideas and understanding in light of the discussion.

11. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
12. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
13. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
14. Add visual displays when appropriate to emphasize or enhance certain facts or details.
15. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
16. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
    •a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
    •b. Form and use regular and irregular plural nouns.
    •c. Use abstract nouns (e.g., childhood).
    •d. Form and use regular and irregular verbs.
    •e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
    •f. Ensure subject-verb and pronoun-antecedent agreement.
    •g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
    •h. Use coordinating and subordinating conjunctions.
    •i. Produce simple, compound, and complex sentences.
17. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    •a. Capitalize appropriate words in titles.
    •b. Use commas in addresses.
    •c. Use commas and quotation marks in dialogue.
    •d. Form and use possessives.
    •e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
    •f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
    •g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
18. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
    •a. Choose words and phrases for effect.

•b. Recognize and observe differences between the conventions of spoken and written standard English.

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

Mathematics

1. Interpret products of whole numbers, e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5 x 7.
2. Interpret whole-number quotients of whole numbers, e.g., interpret 56 / 8 as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as 56 / 8.
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 x ? = 48, 5 = [] / 3, 6 x 6 = ?.
5. Apply properties of operations as strategies to multiply and divide. Examples: If 6 x 4 = 24 is known, then 4 x 6 = 24 is also known. (Commutative property of multiplication.) 3 x 5 x 2 can be found by 3 x 5 = 15, then 15 x 2 = 30, or by 5 x 2 = 10, then 3 x 10 = 30. (Associative property of multiplication.) Knowing that 8 x 5 = 40 and 8 x 2 = 16, one can find 8 x 7 as 8 x (5 + 2) = (8 x 5) + (8 x 2) = 40 + 16 = 56. (Distributive property.)
6. Understand division as an unknown-factor problem. For example, find 32 / 8 by finding the number that makes 32 when multiplied by 8.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 / 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.
10. Use place value understanding to round whole numbers to the nearest 10 or 100.
11. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
12. Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9 x 80, 5 x 60) using strategies based on place value and properties of operations.
13. Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1/b.
14. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
    •a. Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size 1/b and that the endpoint of the part based at 0 locates the number 1/b on the number line.
    •b. Represent a fraction a/b on a number line diagram by marking off a lengths 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
15. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
    •a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
    •b. Recognize and generate simple equivalent fractions, e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent, e.g., by using a visual fraction model.
    •c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram.
    •d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.
16. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

17. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.
18. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.
19. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units- whole numbers, halves, or quarters.
20. Recognize area as an attribute of plane figures and understand concepts of area measurement.
    •a. A square with side length 1 unit, called a unit square, is said to have one square unit of area, and can be used to measure area.
    •b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.
21. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
22. Relate area to the operations of multiplication and addition.
    •a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths.
    •b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
    •c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and b + c is the sum of a x b and a x c. Use area models to represent the distributive property in mathematical reasoning.
    •d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.
23. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
24. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.
25. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.

Science

1. Generate questions based on observations.
2. Plan and conduct simple and fair investigations.

3. Manipulate simple tools that aid observation and data collection (for example: hand lens, balance, ruler, meter stick, measuring cup, thermometer, spring scale, stop watch/timer).
4. Make accurate measurements with appropriate units (centimeters, meters, Celsius, grams, seconds, minutes) for the measurement tool.
5. Construct simple charts and graphs from data and observations.
6. Summarize information from charts and graphs to answer scientific questions.
7. Share ideas about science through purposeful conversation in collaborative groups.
8. Communicate and present findings of observations and investigations.
9. Develop research strategies and skills for information gathering and problem solving.
10. Compare and contrast sets of data from multiple trials of a science investigation to explain reasons for differences.
11. Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
12. Use data /samples as evidence to separate fact from opinion.
13. Use evidence when communicating scientific ideas.
14. Identify technology used in everyday life.
15. Identify current problems that may be solved through the use of technology.
16. Describe the effect humans and other organisms have on the balance of the natural world.
17. Describe how people have contributed to science throughout history and across cultures.
18. Identify the force that pulls objects towards the Earth.
19. Describe how a push or a pull is a force.
20. Relate a change in motion of an object to the force that caused the change of motion.
21. Demonstrate how the change in motion of an object is related to the strength of the force acting upon the object and to the mass of the object.
22. Demonstrate when an object does not move in response to a force, it is because another force is acting on it.
23. Describe the motion of objects in terms of direction. *
24. Identify changes in motion (change direction, speeding up, slowing down).
25. Relate the speed of an object to the distance it travels in a standard amount of time.
26. Identify light and sound as forms of energy.
27. Demonstrate that light travels in a straight path and that shadows are made by placing an object in a path of light. *
28. Observe what happens to light when it travels from air to water (a straw half in the water and half in the air looks bent). *
29. Relate sounds to their sources of vibrations (for example: a musical note produced by a vibrating guitar string, the sounds of a drum made by the vibrating drum head).
30. Distinguish the effect of fast or slow vibrations as pitch.
31. Demonstrate how some materials are heated more than others by light that shines on them.
32. Explain how we need light to see objects: light from a source reflects off objects and enters our eyes.
33. Describe the function of the following plant parts: flower, stem, root, and leaf.

34. Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (for example: fur, wings, teeth, scales). *
35. Classify plants on the basis of observable physical characteristics (roots, leaves, stems, and flowers).
36. Classify animals on the basis of observable physical characteristics (backbone, body coverings, limbs). *
37. Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment (leaf shape, thorns, odor, color). *
38. Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (sharp teeth, claws, color, body coverings). *
39. Identify natural resources (metals, fuels, fresh water, fertile soil, and forests). *
40. Classify renewable (fresh water, fertile soil, forests) and non-renewable (fuels, metals) resources. *
41. Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).
42. Recognize that paper, metal, glass, and some plastics can be recycled.
43. Describe ways humans are dependent on the natural environment (forests, water, clean air, Earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).
44. Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable, and non-renewable resources).
45. Recognize and describe different types of Earth materials (mineral, rock, clay, boulder, gravel, sand, soil, water, and air). *
46. Recognize that rocks are made up of minerals.
47. Identify and describe natural causes of change in the Earth's surface (erosion, glaciers, volcanoes, landslides, and earthquakes).
48. Identify Earth materials used to construct some common objects (bricks, buildings, roads, glass). *
49. Describe how materials taken from the Earth can be used as fuels for heating and transportation.

Social Studies

1. Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)
2. Explain how historians use primary and secondary sources to answer questions about the past.
3. Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).
4. Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.
5. Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.
6. Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.

7. Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).
8. Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.
9. Describe how Michigan attained statehood.
10. Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).
11. Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.
12. Use thematic maps to identify and describe the physical and human characteristics of Michigan.
13. Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
14. 14.Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).
15. Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)
16. Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)
17. Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)
18. Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.
19. Locate natural resources in Michigan and explain the consequences of their use.
20. Describe how people adapt to, use, and modify the natural resources of Michigan. (H)
21. Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).
22. Describe how Michigan state government reflects the principle of representative government.
23. Distinguish between the roles of state and local government.
24. Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).
25. Identify the three branches of state government in Michigan and the powers of each.
26. Explain how state courts function to resolve conflict.
27. Describe the purpose of the Michigan Constitution.
28. Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).
29. Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.

30. Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.
31. Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making). (H, G)
32. Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)
33. Explain the role of business development in Michigan's economic future.
34. Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).
35. Identify products produced in other countries and consumed by people in Michigan.
36. Identify public issues in Michigan that influence the daily lives of its citizens.
37. Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
38. Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.
39. Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.
40. Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.
41. Participate in projects to help or inform others.

World Language

The students will receive 33 weeks of instruction in the following languages: *Spanish, German, and French.* These classes are taught by certified world language instructors.

Special Classes

Third grade students will receive instruction in the following special classes:

1. Foreign Language (11 weeks each of French, German, and Spanish)
2. Art (once per week)
3. Music (twice per week)
4. Physical Education (twice per week)
5. Chapel (once per week)
6. Library (once per week)

Computer Education

Our students will receive age appropriate keyboarding instruction from our computer specialist. Grades 2-6 will also enjoy educational instruction, utilizing the internet (parent permission required). PCA has a limited access plan for students with Cyber Proxy Protection. All internet lessons are teacher supervised.