

GRADE 3

Invest in the Ultimate Future Technology...
The Mind of a Child



Booth Central School
Wilmington School District #209-U
201 N. Kankakee St.
Wilmington, Illinois 60481-1287

Dear Parents,

The Wilmington School District is dedicated to providing each student with a quality education. The mission of Booth Central School is to provide a nurturing environment in which students are offered the opportunity to learn the essential curriculum, which consists of the knowledge, skills and values that children need to become productive members of our society.

Our goals are to challenge students to reach their potential, to mature into lifelong learners and to become contributing members of the community. Parents play a significant role in achieving these goals. This guide was developed to familiarize parents with the skills taught at this grade level. Lifelong learning is the result of the combined efforts of the school, community, child, and family united for excellence in education. Please help us in making this goal of quality education a reality for your child.

Sincerely,
Mr. Kevin Feeney
Booth Central Principal



This booklet provided for you through the efforts of the Faculty and Staff of Booth Central School, Wilmington School district #209-U, Wilmington, Illinois
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Biological and Physical Science Outcomes

It is our goal that students will be able to –1.) Identify/describe patterns and structures of the world; -2.) recognize and be able to differentiate between systems; -3.) identify life processes; -4.) describe the interaction between two or more things and explain how that interaction applies to everyday life; -5.) examine the natural world; -6.) identify different types of natural resources and the ways in which society is responsible for improving the environment; 7.) understand the basic steps of the scientific method; -8.) report/organize observations and other data; -9.) set up and operate scientific equipment.

Concepts

- * Identify/describe characteristics and uses of plants and animals
- * Identify basic terminology relating to matter, force, energy and work.
- * Describe the basic parts of the solar system (eg. Planets, sun, moon and stars, etc.)
- * Identify/describe the interdependence of organisms
- * Identify/describe the characteristics of minerals, rocks, and fossils

Research

- * Describe the basic steps a scientist uses to conduct an experiment.

Science Fair: The 3rd Grade Science Fair is held every year at Booth Central to help students make new discoveries about the world around them, and about themselves. The student proposes a topic, develops an understanding of the topic, and reports his/her findings in a one-page paper with a visual aid to an audience of peers, teachers, and parents. This project promotes time management skills as well as opportunities in reading and writing.

Implications

- * Identify/describe how the earth changes over time.
- * Identify/describe the types and importance of natural resources
- * Identify/describe weather/climate and its effects on the earth and its population.

Principles

- * Conduct experiments and record observations.
- * Use provided scientific equipment/materials properly to conduct experiments.

Language Arts Outcome

It is our goal that students will be able to do the following in:

Reading –1.) read for various purposes, identify text to accomplish each purpose, and recognize, recall, summarize, and predict; -2.) infer to achieve understanding and integrate information from more than one text; -3.) justify and explain answers to questions about material read.

Listening –1.) identify meaning of and sequence ideas from spoken messages; -2.) distinguish among different purposes in communication and different perspectives and point of view.

Writing –1.) use appropriate language and style in writing for a variety of purposes and audiences; -2.) develop and maintain a focus with a clear thesis, a main idea, theme of unifying event; use specific information or reasons to support and elaborate the main point; -3.) organize ideas in a clear, coherent, logical manner; and use standard written English conventions.

Speaking –1.) speak effectively for a variety of purposes using language appropriate to audience and setting; -2.) present ideas in an orderly manner, including an appropriate introduction, elaboration and conclusion; ideas must be developed and supported by appropriate materials.

Literary Forms –1.) identify the differences among poetry, drama, fiction, and works that manifest different cultures; -2.) analyze selected literary works and support conclusions with evidence.

Language Evolution –1.) demonstrate the use of language appropriate to the situation; -2.) demonstrate an understanding of the nature and use of language in non-print media.

Literature/Reading

- * Summarize stories
- * Distinguish between fact and fiction
- * Understand plot, setting and characterization.
- * Make inferences through comparison and contrast
- * Read a passage/story and answer questions pertaining to the story.

Listening

- * Respond appropriately to a speaker.
- * Follow oral directions
- * Complete assignments correctly after oral directions have been given.

Writing

- * Write a friendly letter using correct format
- * Write a Narrative, Expository, and Persuasive Essay.
- * Use Daily Oral Language to practice grammar skills.
- * Revise, edit, correct.
- * Use both standard English and conventions.

Speaking

- * Contribute to small-group discussions and projects
- * Speak clearly and effectively so audience understands oral information.

Mathematics Outcomes

It is our goal that students will be able to –1.) read, write, name and order numbers and number patterns; -2.) perform operations with numbers and apply properties of numbers and operations with and without calculations; -3.) translate word problems to mathematical expressions or sentences and apply computational and problem solving skills to solve the sentences with and without calculators; -4.) estimate and apply selected measurement systems, instruments and techniques in various contexts using appropriate units; -5.) relate lengths, areas and volumes in common geometric figures; -6.) compare and/or convert units within one system and from one system to another; -7.) solve equations and inequations; -8.) understand and apply the various techniques of graphing; -9.) recognize geometric figures; -10.) apply geometric relationships; -11.) make comparisons based on tables, charts and /or graphs; -12.) estimate answers for reasonableness; -13.) estimate and predict outcomes.

Computational Skills

- * Identify numbers by words, digits and place value
- * Identify numbers as even or odd.
- * Multiply using the easy sequence numbers: 0's, 1's, 2's, 5's, 10's.
- * Tell time and use calendars
- * Identify/write fractions
- * Perform addition and subtraction,
- * Solve story problems

Estimation

- * Estimate answers for reasonableness
- * Estimate/predict answers
- * Estimate/solve simple probability problems

Algebra

- * Solve for variable(s) in simple equations.
- * Using information on any type of graph, solve a given problem

Measurement

- * Use metric and standard units of measure.
- * Choose/use the appropriate instrument for measurement
- * Choose/use the appropriate unit (eg. Miles, feet, yards, etc.) for measurement

Geometry

- * Identify basic geometric figures
- * Identify geometric figures as congruent, similar or symmetrical

Social Sciences Outcomes

It is our goal that students will be able to: -1.) analyze the principles and concepts of American government, including Illinois, as expressed in major historical documents; -2.) analyze major events, trends, and movements, and interrelationships that have impacted on the history of the world, the United States and Illinois; -3.) analyze the contributions of significant men, women and subgroups of people in history; -4) compare and contrast social institutions and networks in society; -5.) locate and discuss physical and cultural features and regions, using primary geographic tools; -6.) analyze and discuss the interrelationships of humans and the environment; -7.) identify, locate, access and apply sources of information for rational decision making processes.

Political and Economic Systems

- * Describe the ways in which a community is governed
- * Describe the three parts of American government as defined by The Constitution
- * Identify/describe the ways goods and services are provided to meet the needs of a community
- * Describe both the ways and the reasons why communities change over time
- * Use time lines to show historical events

Events, Personalities

- * Describe/identify significant historical figures and their contributions to society.

Career Day: This day is initiated to help broaden student knowledge about careers and connect academic learning to the workplace. It establishes school as a foundation for education and workplace Connections and requires community involvement and support.

Concepts of Social Sciences

- * Discuss the ways people influence government decision making
- * Identify ways in which communities are interdependent
- * Identify qualities of good citizenship

World Geography

- * Identify/describe land forms and other physical features of a region
- * Identify/describe customs of various cultures.
- * Describe how climate, physical features, and resources of an area affect culture and lifestyle
- * Use “Daily Oral Geography” to practice map skills

Character Education

The Wilmington School district wants to ensure that values protecting human worth and dignity are understood and accepted by our students. A character education program is integrated into every area of the curriculum. The program emphasizes the values of:

- * September- Kindness
- * October- Helpfulness
- * November- Courage
- * December- Generosity
- * January – Justice/Tolerance/Rights of Individuality
- * February- Honesty
- * March- Sound Use of Time & Talent
- * April- Freedom of Choice
- * May- Freedom of Speech

In addition to the monthly values, we have implemented Second Step: A Violence Prevention Curriculum. This engaging social and emotional learning program uses hands-on , activity-based lessons to help children gain language and communication skills while learning to identify feelings, solve problems, and get along with others.

Instructional Technology Outcomes

As a result of their third grade schooling, students will be able to meet or exceed the state and national standards:

Basic Operations and Concepts

- **Knows fundamental computer system vocabulary (desktop, cursor, menu bar, folder, etc.).**
- **Understands the lag time when printing to a network printer.**
- **Correctly handles and stores removable storage media (floppy disk, CD-ROM).**
- **Refrains from touching the monitor screen.**
- **Keeps computer areas free from food and drink.**
- **Shows appropriate use of technology in the classroom.**
- **Uses fundamental computer operating system (e.g. desktop, cursor, menu bar, folder).**
- Uses both hands on a basic keyboard with a mouse.
- Uses home row placement for hands on keyboard.
- Locates and uses upper and lowercase letters, numbers, symbols, and special keys (e.g. Command, Option, Caps Lock).
- Uses Undo as a troubleshooting technique.
- Knows how to print with supervision.
- Inserts and removes storage media (floppy disks and CD ROMs).
- Uses a variety of media and technology resources for directed & independent learning activities across the curriculum.

Social, ethical, and human issues

- Discuss software piracy
- Practices safety when involved with use of the Internet (e.g., personal information, privacy, security).
- Knows that computers influence work and play.
- Knows that technology effects daily life (e.g. transportation, communication, health care)
- Understands that technology is constantly changing.
- Have discussed the District Acceptable Use Policy and defined some forms of acceptable and unacceptable behaviors.

Technology productivity tools

- Uses appropriate techniques for producing word processing documents that include stories and poems.
- Composes and prints a paragraph, story, or poem.
- Edits and enhances text (spell check, font, size, color, alignment, style).
- Demonstrates navigation skills in a word document (scrolling, cursor placement, removing unwanted space or pages)
- Indents using the TAB key.

Technology communications tools

- Knows that the computer can be used to send and receive messages.

Technology research tools

- Understands basic navigation in a web browser (e.g. forward, back, click on underlined link).
- Knows basic web browsing vocabulary (e.g. URL, hot link, favorites/bookmark, etc.).
- Knows that different electronic resources can be used to gather curriculum information.
- Gathers information from CD-ROM's, Internet, and videos.

Technology problem-solving and decision-making tools

- **Selects appropriate formatting for project and audience.**
- **Selects appropriate software tool for the task.**
- **Selects appropriate troubleshooting method to resolve a simple computer problem (e.g. freezing, lost in an application, etc.).**
- **Chooses appropriate search terms.**

Music Outcomes

It is our goal that students be able to: -1.) Know the language of music; -2.) understand how music is produced through creating and performing; -3.) understand the role of music in civilizations, past and present.

Identify Differences in Elements and Expressive Qualities

- * Fast and slow tempo
- * Loud and soft dynamics
- * High and low pitch/duration
- * Same and different form
- * Tone color
- * Beat

Relate Symbol Systems to Musical Sounds

- * Icons
- * Syllables
- * Numbers
- * Letters

Identify a Variety of Sounds And Sound Sources

- * Instruments
- * Voices
- * Environmental sounds

Classify musical sound sources into groups

- * Instrumental families

Create and Perform Music

- * Sing
- * Play Classroom instruments
- * Use music representing diverse cultures and styles

Identify Similarities in and among the Arts

- * Pattern
- * Sequence
- * Mood

Identify How Music Contributes to History, Society, and Everyday Life

- * Roles of musicians and audiences
- * Communication
- * Celebrations
- * Occupations
- * Recreation
- * Convey stories about people, places and times

Physical Development and Health

It is our goal that students be able to:

Development, Structure, Functions of Human Body –1.) Demonstrate an understanding of the immediate and long-term effects of exercise and lack of exercise on the body; -2.) demonstrate an understanding of the basic structures and functions of the body necessary for safe, improve and skillful physical performance.

Nutrition, Exercise, Stress, Self-Concept –1.) Discuss/apply principles of nutrition and exercise; -2.) discuss/apply concepts related to the management of stress and the development of positive self-image.

Consumer Health and Safety –1.) Demonstrate safety as related to equipment and services for physical activity; -2.) demonstrate safety procedures for a variety of situations; -3.) discuss health issues as related the environment.

Physical Fitness –1.) Demonstrate basic physical skills and physical fitness; -2.) demonstrate basic skills of various games, activities and sport

Personal Fitness and Health –1.) Demonstrate a physical fitness program.

Motor Activities –1.) Create, perform and evaluate a combination of safe movement sequences for a variety of activities; -2.) demonstrate/discuss appropriate rules, strategies and skills for selected games, activities and sports.

Basic Life-Saving Skills –1.) Demonstrate life-safety and life-saving skills a variety of situations.

Physical development and health instructors stress the following:

- * Units on manipulatives such as sports, ball handling, jump roping and dance.
- * Daily instruction in correct body movements to perform tasks safely and efficiently. Safety is always stressed, and the children learn the safety rules that go with each game, sport or activity.
- * Learning to perform age-appropriate tasks
- * Learning about exercising and its effect on the cardiovascular system. Students actually learn how to take their heart rate. Each sport incorporates safe warm-up exercises. Flexibility, strength, coordination, balance and agility are covered. Students learn about harmful exercises.
- * Learning about the safe use of the body and equipment.
- * Learning about a variety of indoor and outdoor activities via units that teach required skills and assess those skills with performance and objective tasks
- * Learn how to perform several dances.

