

**GRADE 3**  
**CURRICULUM GUIDE**

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



**L.J. Stevens Intermediate School  
Wilmington School District #209-U  
221 Ryan Street  
Wilmington, IL 60481  
815-926-1689  
Updated 2020**

**Dear Parents,**

**The Wilmington School District is dedicated to providing each student with a quality education. The mission of L.J. Stevens Intermediate 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,**

**Mrs. Venita Dennis  
Principal  
L.J. Stevens Intermediate School**



This booklet is provided for you through the efforts of the Faculty and Staff of  
L.J. Stevens Intermediate School  
Wilmington School District #209-U

## **Biological and Physical Science Outcomes**

The Wilmington CUSD 209U utilizes the Common Core State Standards; in addition the following skills will be covered.

**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 how environmental changes effect plants and animals
- Identify basic terminology relating to matter, force, energy and work
- Identify/describe the interdependence of organisms and their life cycles
- Identify/describe individuals of the same species including their traits and how they survive, find mates, and reproduce.
- Determine cause and effect relationships of electric or magnetic interactions
- Identify/describe simple machines and how they are used
- Describe forces and patterns of motion

### **Research**

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

### **Implications**

- Identify/describe how the earth changes over time
- Identify/describe weather/climate and its effects on the earth and its population

### **Principles**

- Conduct experiments, record observations, and make scientific arguments using evidence
- Use provided scientific equipment/materials properly to conduct experiments

### **Science Fair**

The 3<sup>rd</sup> Grade Science Fair is held every year 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.

### **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:

- **Trimester 1:** Respect, Caring, and Fairness
- **Trimester 2:** Responsibility and Trustworthiness
- **Trimester 3:** Citizenship and Perseverance

## **Language Arts Outcomes**

The Wilmington CUSD 209U utilizes the Common Core State Standards; in addition the following skills will be covered.

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

Writing:

1. Write an opinion piece on a topic or text supporting a point of view.
2. Write an informational piece about a topic with related details.
3. Write a narrative piece about something real or imagined.
4. Use technology to produce and publish writing using keyboarding skills.
5. Gather information about a topic by researching it to learn more.

Speaking and Listening:

1. Participate in a group discussion and follow the agreed upon rules.
2. Ask questions to better understand a topic.
3. Stay on topic connecting comments to others made in the group.
4. Speak in complete sentences to provide details and explanations.
5. Speak clearly at an understandable pace.

Reading Literature:

1. Look back at a text and answer questions about a story.
2. Use details from a story to determine the lesson/moral.
3. Recount stories from different cultures (fables, folktales, and myths).
4. Describe characters in a story.
5. Explain how the character's actions affect the order of events.
6. Determine the meaning of words and phrases as they are use in text.
7. Use the terms: chapter, scene, and stanza in reference to stories, dramas, and poems.
8. Describe how events in stories build upon each other.
9. Explain my point of view and describe how it might be different from the narrator's point or character's point of view.
10. Explain how illustrations support the text and help create the mood of a story.
11. Identify the theme in stories.
12. Compare and contrast themes, settings, and plots.

Reading Informational Text:

1. Answer and ask questions using the text.
2. Determine the main idea.
3. Find key details and explain how they support the main idea.
4. Explain how historical events and scientific ideas fit together using words that describe time, sequence, and cause/effect.
5. Determine the meaning of words or phrases in informational text.
6. Use text features and search tools on a computer to locate information on a topic (headings, table of contents, icons, captions, hyperlinks).
7. Use graphic sources to increase my understanding (diagrams, graphs, maps, charts, tables, timelines).

## **Mathematics Outcomes**

The Wilmington CUSD 209U utilizes the Common Core State Standards; in addition the following skills will be covered.

**It is our goal that students will be able to**

### Operations and Algebraic Thinking

1. Represent and solve problems involving multiplication and division.
2. Understand properties of multiplication and the relationship between multiplication and division.
3. Multiply and divide within 100.
4. Solve problems involving the four operations, and identify and explain patterns in arithmetic.

### Number and Operations in Base Ten

1. Use place value understanding and properties of operations to perform multi-digit arithmetic.

### Number Operations – Fractions

1. Develop understanding of fractions as numbers.

### Measurement and Data

1. Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
2. Represent and interpret data.
3. Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
4. Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

### Geometry

1. Reason with shapes and their attributes.

### Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

## **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 to 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

### **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

### **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.

### **Inquiry Skills**

#### **Developing Questions and Planning Inquiries**

1. Develop important questions and explain the importance of them.
2. Create supporting questions to help answer important questions.
3. Determine sources representing multiple points of view when answering important questions.

#### **Evaluating Sources and Using Evidence**

1. Gather relevant information and determine between fact and opinion.
2. Develop claims using evidence from multiple sources to answer important questions.

### Communicating Conclusions and Taking Informed Action

1. Construct and critique arguments and explanations using reasons, examples, and details.
2. Identify problems and ways that people are trying to solve these problems.
3. Work together to decide on and take action in their classroom and school.

### Civic Standards

1. Describe ways in which interactions between families, workplaces, organizations, and the government benefit communities.
2. Compare procedures for making decisions in the classroom, school, and community.
3. Describe how people have tried to improve their communities over time.

### Geography Standards

1. Locate major landforms and bodies of water on a map or other representation.
2. Compare how people change and adapt to the community around them.

### Economics and Financial Literacy Standards

1. Compare the goods and services that people in the local community produce to those that are produced in other communities.
2. Think of examples of the goods and services that governments provide.
3. Describe the role of banks and other financial institutions in an economy.
4. Explain that when people borrow, they receive something of value and agree to pay the lender back over time.

### History Standards

1. Create and use a chronological sequence of events.
2. Describe how important people, events, and developments have shaped our own community.
3. Identify artifacts and documents as either a primary or secondary source.

## **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
- Refrains from touching the monitor screen
- Keeps computer areas free from food and drink
- Shows appropriate use of technology in the classroom
- Knows how to add a user to a Chromebook
- 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 a 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
- Uses a variety of media and technology resources for directed and 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 affects 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
- How to practice digital citizenship

### **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
- How to use single and double click tools

#### **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.)
- Gather information from valid, accurate, relevant, and age-appropriate resources

#### **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

### What Does Tech Look Like in Third Grade?

*The skills we are reinforcing...*

#### **Basic operations, concepts, and skills**

- How to identify ports and accessories that can be plugged into devices
- How to utilize desktop shortcuts
- How to utilize proper technological terminology

#### **Keyboarding Skills**

- How to identify/demonstrate use of space bar, enter, delete, and backspace keys
- How to identify/demonstrate proper home row placement
- How to use single and double click tools
- How to use proper posture

#### **Manipulate mouse, touchpad, or trackpad**

- How to use the left and right mouse operations
- How to access icons, applications, and the scroll bar

#### **Google Classroom**

- How to join classes
- How to access teacher stream
- How to open assignments and announcements
- How to submit an assignment

#### **Google Docs**

- How to create a document
- How to utilize editing tools (cut, copy, paste, etc.)
- How to utilize formatting tools (font, color, size, etc.)
- How to utilize toolbar functionality
- How to utilize spell check

#### **Responsible Use and Safety**

- How to recognize and respect the value of technological equipment
- How to identify proper care, handling, and transportation of devices



## What Does Tech Look Like in Third Grade?

*The skills we are introducing...*

### **Basic operations, concepts, and skills**

- How to add user to Chromebook

### **Manipulate mouse, touchpad, or trackpad**

- How to use single and double click tools

### **Google Docs**

- How to insert and manipulate images

### **Google Slides**

- How to create a slideshow presentation
- How to add additional slides
- How to manipulate the presentation theme
- How to manipulate the slide layout
- How to add transitions, animations, and timing
- How to utilize editing tools (copy, cut, paste, etc.)
- How to utilize formatting tools (font, color, size, etc.)
- How to utilize toolbar functionality
- How to use spell check
- How to insert and manipulate images, videos, and hyperlinks on slides
- How to present a slideshow

### **Research, decision making, and problem solving**

- How to evaluate and choose valid, accurate, relevant, and age appropriate resources

### **Internet Skills**

- How to create a home screen or default search engine

### **Responsible Use and Safety**

- How to practice appropriate digital citizenship
- How to use the nine elements of digital citizenship

### **The websites students will use include:**

|                  |             |
|------------------|-------------|
| Google Meets     | Reflex Math |
| Google Classroom | iReady      |
| IXL              | AimsWeb     |