

# A Parent's Guide to Curriculum

## Third Grade



### Bensenville School District 2 Mission Statement

The purpose of Bensenville Elementary School District 2 is to prepare each student for a world of opportunities as a responsible citizen.

The Primary Goal of District 2 is:

To have staff members who each and every day work to give children a foundation for success so that they may achieve academic excellence and reach their full potential as responsible citizens.

#### Strategies

- 1) Create a safe, trusting, secure and orderly school learning environment.
- 2) Achieve a greater understanding of each other and the world around us.
- 3) Teach children and adults to manage conflict in a responsible manner.
- 4) Build partnerships to unite schools, families, community members and businesses that create a community of life-long learners who support and take pride in District 2.
- 5) Establish recognition for all members of the learning community - students, parents, teachers, volunteers, staff members and community partners - so that excellence is recognized and rewarded.

Bensenville Elementary School District 2

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# Third Grade Program of Studies

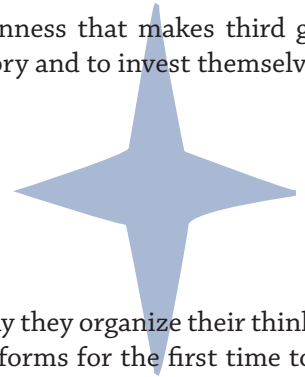
The primary grade faculty meets regularly to discuss important areas of student development. Our collaboration includes discussing what we teach, studying child development theory and practice, looking at how to build on the rich background nurtured in our Early Childhood and Kindergarten programs, and determining how our program meets the goals of District 2.

As children move through the early elementary grades there is an ever-increasing sense of independence and personal responsibility. During the third grade year, in particular, students make a giant leap in these and other areas of development. Physiological and neurological changes bring about an increase in physical stamina, attention, and memory. Large and fine motor skills are better developed and more under the control of the individual. Many students, especially girls, experience a growth spurt with beginning changes in body shape and form. All of these aspects of development work together to make it possible for all children to manage a longer school day and increased academic expectations.

Friendships with classmates take on a whole new dimension. They are beginning to be quite vocal about relationships with peers. There is a willingness to work in cooperative groups and team play is of high consideration with this age group. Girls are more willing to take on leadership roles in games and classroom activities. Eight and nine year old children enjoy resolving their own disputes but still, at times, need adult intervention. They are beginning to understand and to appreciate racial, ethnic, religious, and gender differences. There is also a caring attitude and respect for each other that makes its appearance at this age. In conjunction with all of these changes, there is a lot of questioning, uncertainty, exploration, and trying on of new roles throughout this year.

With all that they are managing, physically, socially, and emotionally, there is still openness that makes third grade children especially teachable. Their vitality, willingness to take risks, to explore new territory and to invest themselves in all aspects of learning is especially gratifying for their teachers.

## Third Grade Developmental Overview (Ages 6-10)



As children move into the middle years of childhood, “there is a qualitative change in the way they organize their thinking, their feeling, and their social relating...they begin to construct a concrete world that conforms for the first time to the laws of nature, and they are interested in the limits and possibilities within that world” (1). This new-found ability coupled with “an evolving capacity to grant to themselves and to others a separate mind and a distinct point of view” has profound academic and social implications. (2)

An expanding view of the world continually brings into consideration more people and places, more time and more ideas. A child’s success during this time can be measured, in part, by his/her ability to perceive “how they should function in these varied contexts (people, place, time, and idea) and some of the rules that govern these perceptions.” (3)

Peer relationships take on an added dimension and are crucial to development. Friendships contribute to the development of social identity, the sharing of norms of social behavior, the practice of social skills and the establishment of social structures. (4) The inherent conflicts that arise enable peers to exchange different viewpoints, goals, and desires and then work together towards solutions. The success of this stage depends largely on a child’s sense of competence and mastery regarding the tasks placed before him with respect to academic challenges, socialization and peer relationships.

1 Robert Keegan, In Over Our Heads, The Mental Demands of Modern Life. Harvard University Press, 1994.

2 Greenspan and Pollock, The Course of Life, Vol.III Middle and Late Childhood, International Universities, Inc., 1991.

3 Ibid.

4 Kevin Durkin, Developmental Social Psychology, 1995.



# Curriculum Overview

## Language Arts

The District 2 Language Arts program reflects the belief that literacy is a communication process that includes the academic areas of reading, writing, spelling, grammar, listening, speaking, and information processing. Program goals are based on the Illinois State Goals and Standards for Learning for Language Arts and the current best practices in the area of language arts.

The goal of the Third Grade Language Arts program is to develop high achieving students who exhibit the following literary behaviors\*:

1. Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. Draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
2. Read a wide range of print and nonprint texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among the texts are fictional and nonfiction, classic and contemporary works.
3. Apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique and discuss print and nonprint texts.
4. Use spoken, written and visual language to accomplish their own purposes and for the exchange of information.
5. Use a variety of technological and informational sources to gather and synthesize information and to create and communicate knowledge.

\*Adapted from the International Reading Association and the National Council of Teachers' of English Standards for the English Language Arts.

While in third grade, students will solidify their foundation for future academic success. Throughout this year your child will spend his or her time mastering many skills that were introduced in kindergarten, first, and second grade. The following is a list of skills your child should master prior to their entrance into fourth grade. Third grade is also the first year your child will be required to take the Illinois Standards Achievement Test. We highly encourage a continuation of skill development in these areas at home.

### Reading

- Learn grade level high frequency words\*
- Identify onomatopoeia
- Recognize question words
- Identify and use word patterns, final blends, & contractions
- Identify and use R-controlled vowels, vowel teams, special vowel sounds & irregular vowel teams
- Apply variations of y
- Demonstrate an understanding of silent letters
- Recognize alliteration
- Compare and contrast words
- Recognize question words
- Use context clues
- Understand basic figures of speech (noun, verb, adjective, adverb)
- Use semantic word maps
- Identify root words
- Demonstrate an understanding of context clues
- Understand the use of a glossary, dictionary and thesaurus
- Apply appropriate strategies for comprehension
- Use information to form questions
- Use information to make and verify predictions
- Use QAR strategies\*
- Identify reality, fantasy, and fairy tale
- Identify a song/music
- Identify text as fiction or nonfiction
- Identify plays
- Identify a letter
- Apply rereading strategies
- Use visual clues
- Compare and contrast materials to clarify meaning
- Utilize pictures and graphics to clarify meaning
- Ask questions to clarify meaning
- Summarize text
- Identify topic/main idea and supporting details
- Make and support inferences
- Apply stop and think: read, think, tell
- Apply stop and think: read, think, write
- Utilize prior knowledge
- Answer questions using information and illustrations
- Draw conclusions
- Compare and contrast setting and characters
- Organize information using main ideas

- Sort information into categories
- Sequence events
- Identify important information
- Organize information using supporting facts
- Differentiate one's own ideas from those in the text
- Summarize by identifying key elements
- Extend ideas beyond the text
- Compose extended response to text
- Interpret tables, maps, and charts
- Infer author's message, theme and purpose
- Relate main ideas
- Identify plot beginning, middle, & ending
- Recognize setting, characters, problem, & resolution
- Identify theme and setting
- Recognize story elements
- Locate and identify table of contents and illustrations
- Listen to teacher read aloud from a variety of genre
- Identify and recommend a favorite book
- Develop strategies to select reading materials
- Read a variety of genre
- Select text based on personal interest
- Participate in book discussions
- Read student/class produced books
- Identify and recommend a favorite author

#### Writing, Spelling, Grammar

- Spell grade level high frequency words correctly\*

- Write complete sentences with a subject & predicate
- Correctly capitalize proper & common nouns
- Use correct capitalization in writing
- Demonstrate the correct use of ending punctuation
- Indent paragraphs
- Compose a paragraph including a focus sentence, supporting details and a conclusion
- Write multiple paragraph essays for a variety of purposes
- Write lists and notes

#### Listening and Speaking

- Discuss prior knowledge of topic
- Utilize a Venn diagram, KWLs & idea webs
- Respond politely & appropriately
- Ask & answer questions
- Differentiate between a statement and a question
- Ask what, when, where, why, how, could, should, and did when responding to questions
- Demonstrate understanding
- Make predictions
- Follow sequential, chronological and logical oral instructions
- Ask appropriate questions
- Demonstrate the ability to listen for different purposes

\*Indicates skills that surpass state requirements

(Standards Updated and Revised 7-14-2004)

## Mathematics

The District 2 mathematics program enables children in the elementary grades to learn more mathematical content and become life-long mathematical thinkers. The math program is aligned to the Illinois Standards for Learning and the National Council of teachers of Mathematic Standards.

The goal of the Third Grade Math Curriculum is to develop high achieving students through:

1. High expectations for all students
2. Development of problem solving strategies and mathematical concepts built on a strong computational skill base
3. Emphasis given to establishing links from past experiences
4. Interaction and practice with concrete materials, pictures, verbal statements and symbolic arithmetic statements.
5. Balance among the mathematical strands of Numeration & Computation, Measurement, Algebra, Geometry, and Data Analysis & Probability.
6. Collaborative learning in partner and small group activities.

While in third grade students will solidify their foundation for future academic success. Throughout this year your child will spend his/her time beginning the development of many new skills, along with revisiting the list of skills introduced in Kindergarten, 1st grade, and 2nd Grade. During the month of March, every third grade student in the state of Illinois is required to take either the Illinois State Achievement Test (ISAT) or the Illinois Measurement Assessment of Growth in English (IMAGE) in mathematics. While many skills will be introduced and developed, the following is a list of skills that you child should be secure in by the end of 3rd. Reinforcement and continuing development of these skills at home is highly encouraged and recommended.

#### Numeration and Computation

- Read and write 4-digit and ordinal (1st - 10th) numbers
- Compare 3-digit numbers
- Compare numbers using  $<$ ,  $>$  and  $=$  symbols
- Order 5-digit numbers
- Order fractions with like denominators up to twelfths

- Count by 25s
- Identify place value in 6-digit numbers
- Write numbers in expanded notation
- Identify numerator and denominator
- Describe parts of a set using  $\frac{1}{2}$ ,  $\frac{1}{3}$ , and  $\frac{1}{4}$ .
- Recognize, represent and compare simple fractions with like denominators up to twelfths
- Name, write and order the fractions including halves, thirds, fourth, and tenths
- Add up to 4-digit numbers with regrouping
- Add and subtract multiples of 10
- Solve addition number stories with 3 or more addends
- Add decimals expressed as tenths, using pictorial representations and monetary labels
- Subtract up to 4-digit numbers
- Solve subtraction number stories
- Subtract decimals expressed as tenths, using pictorial representations and monetary labels
- Know basic multiplication facts (0-12)
- Show that multiplication is a form of repeated addition
- Apply knowledge of basic multiplication facts (factors 1-10) to related facts (e.g.  $3 \times 4 = 12$ ,  $30 \times 4 = 120$ )
- Find patterns in multiples of 10, 100, and 1,000
- Know basic division facts (0-5)
- Estimate sums and differences of 1- or 2-digit numbers
- Round whole numbers up to the 5th digit

#### Measurement

- Measure to the nearest foot, yard,  $\frac{1}{2}$  inch and  $\frac{1}{2}$  centimeter
- Perform simple unit conversions within a system of measurement (e.g., three feet is the same as a yard)
- Tell time to the nearest minute
- Calculate elapsed time
- Explore, describe and order chronological events
- Multiply money amounts (non-decimal)
- Make change (up to \$10.00)
- Calculate the value of coin and bill combinations
- Identify equivalencies and make bill exchanges
- Compare values of sets of coins
- Use a thermometer
- Measure temperature using the Fahrenheit and Celsius temperature scales
- Find the perimeter of regular shapes
- Solve problems involving the area of a shape when whole and half square units are shown within the figure
- Determine the volume of a solid figure in cubic units
- Estimate measurements of length, weight, and capacity
- Estimate and compare weights

#### Algebra

- Express mathematical relationships using equations (e.g. express a word problem as a simple equation)
- Represent the idea of a variable as an unknown quantity using a letter or a symbol in a number sentence

- Write and solve number sentences with missing addends
- Solve one-step linear equations using concrete materials
- Solve missing factor number models ( $3 \times \underline{\quad} = 6$ )
- Describe given patterns using letters
- Extend numeric patterns involving addition and/or subtraction (e.g. 1,3,5,... what are the next 2 terms)
- Extend simple numeric patterns with two rules
- Analyze growing patterns
- Solve "What's my rule?" (function machine) problems
- Use parentheses to indicate which operation to perform first when writing expressions
- Describe situations with constant rates of change using words, tables, and graphs
- Apply the relationship of addition and subtraction fact families to solve for an unknown quantity

#### Geometry

- Identify points, parallel lines and line segments
- Draw line segments to a specified length
- Classify and name polygons
- Identify properties and characteristics of polygons
- Identify the bases and heights of triangles and parallelograms
- Compare 2-dimensional shapes
- Identify lines of symmetry, symmetrical figures and similar shapes
- Predict the result of putting shapes together (composing) and taking apart (decomposing)
- Compare and contrast attributes of two- and three-dimensional objects using appropriate vocabulary (sides, faces, edges, vertices)
- Identify the two-dimensional components of a three-dimensional object
- Identify a three-dimensional object from its net
- Locate and identify points using numbers and symbols on a coordinate grid

#### Data Analysis & Probability

- Read maps
- Make a bar graph and a frequency table
- Summarize, interpret and make predictions about data
- Find the maximum, minimum and mode
- Use information from a pictograph, bar graph, chart/table, Venn diagram and tally chart to answer questions
- Compare different representations of the same data and evaluate how well each representation shows important aspects of the data and complete missing part of data
- Determine and predict all possible outcomes of a given situation
- Determine the probability of an event, given that it is a part of a group and can be expressed as a fractional part of the entire group
- Describe events as certain, likely, unlikely, and impossible probability events

*(Standards Updated and Revised 5-24-2007)*

# Science

The District 2 Science curriculum is a student-centered science program focusing on hands-on activities, ongoing assessment, and integration into other content areas expanding learning across the curriculum. The District's Science program is aligned to the Illinois State Standards for Learning and the National Science Teachers Association.

The goal of the Science program is to develop high achieving scientifically literate students who will:

1. Have an understanding of the process of scientific inquiry.
2. Understand the key concepts and principles of life, physical and earth sciences.
3. Recognize the relationship among science, technology, and society.
4. Become familiar with the reading skills necessary to decode and understand non-fiction reading.
5. Interpret and create graphics relevant to activities and text.
6. Have the ability to apply the scientific method to learn scientific concepts and vocabulary.
7. Investigate scientific principles as they apply to a contemporary technological society.

While in third grade students begin to develop a solid scientific foundation for future academic success. Throughout this year your child will spend his/her time continuing the development of many concepts and skills introduced in kindergarten, first, and second grades. While many topics will be covered, the following are the main concepts that students should be secure in before entering 4th grade.

## Life Science

- All living things have basic life processes and are made of cells. Cells differ in plants and animals. Plants meet their need for food by making their own food. Most kinds of plants reproduce by seeds.
- Animals have a diversity of body structures and parts. They have many ways of responding to their basic needs. Animals have many differences in their life cycles, but most animals grow from eggs.
- Organisms are producers, consumers, or decomposers within their habitats. They are interdependent in ways that enable them to survive, recycling energy as food and meeting their other basic needs.
- Organisms compete and adapt in their environments. Environments change. Organisms respond to changes in the environment. Organisms may become endangered or extinct.

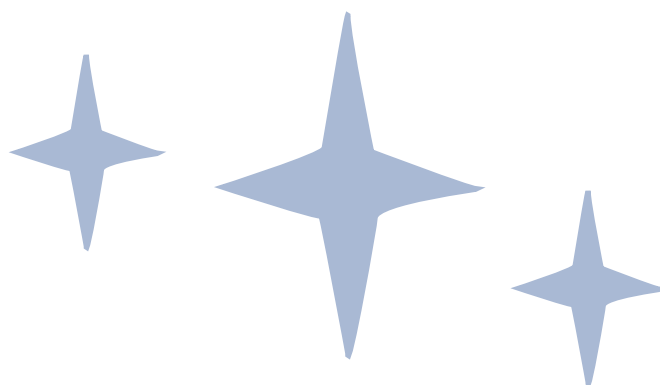
## Earth Science

- Earth provides resources of rocks, soil, air, water, and fuels that make life possible. The formation of rocks, soil and fossil fuels happen over time, making these resources critical to conserve.
- Earth's surface has been shaped over time into a variety of features. The surface is still being shaped, due to slow processes (such as weathering and erosion) and rapid processes (such as landslides, volcanic eruptions, earthquakes, and severe storms).
- Weather can be described by measurable quantities, such as temperature, wind direction and speed, and precipitation. The continuous exchange of water between the land and the atmosphere is basic to weather.
- Objects in the sky can be described by observable patterns such as the cyclic changes in the observable shape of the moon and the paths of planets around the sun.

## Physical Science

- The way to change how an object, whether at rest or in motion, moves is by a push or a pull. The size of the change is related to the strength of the push or pull.
- Work occurs when there is a change in motion. Machines make work easier by changing the direction or amount of force needed.
- All objects are made of matter. The properties of matter include size, mass, and temperature. Matter exists in the states of solid, liquid, and gas and can be changed from state to state by heating and cooling. Matter can be combined in ways that change or do not change their properties.
- Energy is what makes matter move or change. Heat causes changes in state and can cause matter to burn.
- Light travels in straight lines and can pass through or be reflected by matter.
- Vibrating matter produces sound.
- Electricity can move through paths made out of matter (metals)

*(Standards Updated and Revised 7-14-2004)*



# Social Science

The District 2 social science curriculum is aligned to the Illinois State Goals and Standards for Learning and the National Council for Social Studies. The goal of the social science curriculum is to develop high achieving students who exhibit the ability to think critically and understand the following themes:

1. Political Systems- Through the study of various forms and levels of government and the documents and institutions of the community, state and county, students will develop the skills and knowledge that they need to be contributing citizens.
2. Economy- People's lives are directly affected by the economies of cities, states, nations and the world. Students will understand that all people engage in economic activity including but not limited to: buying, selling, trading, producing, and consuming. With this knowledge students will be able to make more informed choices, use resources appropriately, and function as effective participants in the world economy around them.
3. History- Students who can examine and analyze the events of the past have a powerful tool for understanding the events of today and the future. They develop an understanding of how people, nations, and interactions have led to today's realities. As a result, they can better define their own roles as participating citizens.
4. Geography- Students must learn about and understand the world's physical features, how they blend with social systems and how they affect economies, politics, and human interaction. The combination of geographic facts and broad concepts provides a deeper understating of geography and its effects on individuals and societies.
5. Social Systems- There are two important aspects that help people understand their roles as individuals and members of society. The first aspect is culture consisting of language, literature, arts, and traditions of various groups of people. The second aspect is the interactions among individuals, groups, and institutions.

The scope and sequence is as follows:

## 3rd Grade: Our State Country and Culture: Then and Now

### Rules and Laws

- Distinguish between different kinds of rules and responsibilities as applied in the home, school, and community
- Identify some class or school rules that were determined through democratic decision-making
- Explain some reasons for having rules and laws governing the lives of people
- Identify examples of rights and responsibilities students share within a school
- Explain why in a democracy people choose to vote on important issues or for offices
- Define the concepts of conflict and cooperation

### Map Skills

- Draw a map with important landmarks and other physical characteristics
- Make a classroom map to scale-including, key, title, scale, and compass rose
- Locate the community, IL, U.S. and North America relative to the other places on a globe
- Point out the location of the poles, equator & hemispheres on a globe or map
- Be able to know and locate states and capitals of states in the Midwest

### Illinois

- Identify current leaders within local/state government
- Name the current president and vice president
- Compare and contrast state and federal government
- Discuss the 3 branches of state and federal government
- Describe the responsibilities of the government and what services they provide

- Be able to recognize the state flag and motto
- Learn about famous Illinoisans

### Chicago

- Examine how Chicago has changed over time
- Compare life then and now/create a timeline
- Discuss important events and founders
- Identify famous Chicago landmarks and architects
- Identify important resources in Chicago and Illinois
- Identify goods and services produced in Chicago

### Patriotism & Elections

- Define the terms liberty and patriotism
- Lists examples of patriotism (i.e. voting, saying the pledge, ect.)
- Explain voting on important issues, talk about democracy and why it is our chosen form of government

### Immigration & Culture

- Give an example where the U.S. and other countries could cooperate to solve a common problem
- Explain some reasons why people are forced to leave their native lands
- Explain why immigrants are attracted to the U.S.
- Why do some countries restrict the number of immigrants allowed to come in to work and live
- Define and identify the difference between culture and immigration
- Explain the significance of the cultural diversity of the U.S.

### Current Events

- Tell/talk about current events

*(Standards Updated and Revised 7-20-2005)*

# Physical Development and Health

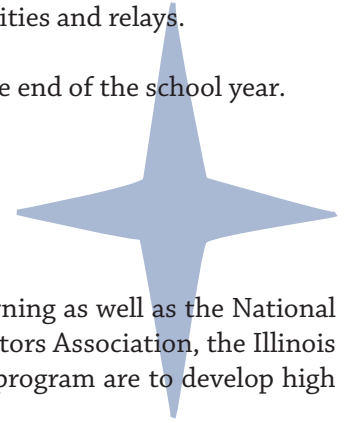
The District's Physical Development and Health program is based on the Illinois State Goals and Standards for Learning. The program develops in students the desire to acquire and maintain a strong and healthy body. Students are taught that a strong body and good health are basic to their lives.

Physical health and development is part of the total educational program which enables students to safely develop physically, mentally, socially, and emotionally to their maximum capacity. At the primary level, students meet three times each week to participate in a variety of physical activities. Emphasis is placed on safety, fitness, skill development, sportsmanship, and participation.

The activities the students will be involved in include: gross motor development e.g. large muscle, fine motor development e.g. small muscle, fitness activities, manipulative skills, obstacle course, stunts and tumbling, movement education, rhythms, low-organized games e.g. freeze tag, lead-up games e.g. line soccer, jump rope activities and relays.

Physical fitness testing is administered in the spring. The results will be sent to parents at the end of the school year.  
*(Standards Updated and Revised 7-20-2005)*

## Fine Arts



The District 2 Fine Arts program is based on the Illinois State Goals and Standards for Learning as well as the National Standards established by the Music Educators National Conference, the Illinois Music Educators Association, the Illinois Art Education Association, and the Illinois Theater Association. The goals of the Fine Arts program are to develop high achieving students who will:

- understand the elements, processes, tools, and the unique qualities of the arts.
- demonstrate and apply the skills and knowledge necessary to create and perform in the arts.
- know and recognize significant works in the arts and how they reflect cultures and civilizations past and present.
- nurture talents and abilities that will continue throughout their lives.

The K-8 discipline-based curriculum is designed to build upon the knowledge, understanding, and skill development from the previous year(s). It contributes to creative development, self-discipline, critical thinking, and self-esteem of every child. Whenever possible, the arts are integrated into the other areas of learning.

### Visual Art

Students at the primary level will be introduced to the following elements of art and learn how these elements relate to a work of art: line, shape, color, value, texture and pattern. Students will explore many art materials and techniques including pencil, color pencil, watercolor, collage, painting and drawing. Children will develop a vocabulary of the visual arts as they learn to express themselves through the creation of their own works of art. Whenever possible, art will be integrated into the whole school curriculum.

### Music

Elements: Students will be introduced to the following elements: tempo: fast/slow; dynamics: loud/soft; patterns: rhythm/beat; direction: up/down; form: same/different while integrating age-appropriate reading skills.  
Performance: singing, playing rhythm and tuned percussion instruments, moving.  
History and Culture: folk songs, play songs, nursery rhymes, composers.

*(Standards Updated and Revised 7-20-2005)*

## Library Media Centers

The purpose of the K-8 Library Media Center program is to support all areas of the curriculum by:

- providing students and staff members with quality print, electronic, and telecommunications resources and providing guided access and instruction in their use.
- assisting classroom teachers in planning and implementing expanded curriculum opportunities for gifted students.
- supporting and connecting with other community resources, e.g. the Bensenville Community Public Library.
- teaching students to select, evaluate, interpret, record, and organize information.
- developing life-long reading by exposing students to a variety of literature, authors, and illustrators.