School District 13

Third Grade Curriculum

Literacy

Pearson's ReadyGEN literacy program for grades PreK-5 uses the gradual release model to provide high-quality instruction focusing on the five critical elements of reading that have been identified by research: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Award-winning literature makes learning to read and reading to learn enjoyable. As the students progress through the program, the literature becomes more and more nonfiction based to give readers as much experience as possible with real-word text. Every module in the program emphasizes a science or social studies concept to help meet content-area as well as literacy standards. Authentic texts focus on a concept or big idea which connects vocabulary, spelling, writing, and language work. Student progress is monitored by use of multiple types of assessments which prescribe remediation and/or needs for greater challenge and differentiation. Instruction is customized as needed, delivered in whole group, small groups, or one-on-one. ReadyGEN supports daily reciprocity between reading and writing in informative, narrative, and opinion modes. Technology supports this program by providing such resources as audio text, videos, online assessments, and a large leveled reader database to provide additional materials to meet all reading abilities. Teachers will continue to use additional resources from our literacy centers, as well as ability-appropriate novel units to enrich students' literacy experience.

Bloomingdale District 13
Reading Curriculum

The goal of a balanced literacy approach to literacy is to foster life-long interest and growth in all areas of language arts: reading, writing, listening, speaking, viewing, representing, and spelling. Our purpose is for learners to have the ability to discover language patterns and rules and strategic principles for reading and writing. In addition, students need to be able to construct meaning and make connections through the use of fiction and nonfiction text. This literacy curriculum must appropriately meet the needs of all learners through a balanced literacy framework. This framework consists of: shared reading, guided reading, independent reading, writing, and word work.

Balanced Literacy Components

Shared reading
- All students read the same piece of text.
- The teacher models and demonstrates strategies.
- Students have the opportunity to practice strategies with teacher guidance.
- Thinking aloud helps to develop metacognitive skills.

Read aloud
- The teacher provides a good model of oral reading.
- Reading aloud develops students' listening skills.
- Students become engaged in quality literature.

Guided reading
- Small groups of students read material at their instructional level.
- Small groups provide opportunities to practice and demonstrate understanding of strategies.
- Small groups enable teachers to provide individual assistance to students.

Independent
- Reading material is self selected.
- Material is at the student's independent level which means student can read it fluently with 95% accuracy.
- Students practice strategies learned in shared reading lessons.

Word Work
- Students work with the skills associated with reading in small or large groups.
  - *phonics
  - *structural analysis
  - *vocabulary
  - *spelling
  - *base words and affixes

Writing
- Students respond to reading through writing.
- Writing provides opportunities to strengthen phonetic skills.
- Developing communication is the purpose of writing.

Strategies

Connecting
Enhancing text understanding by relating text to background knowledge and information. There are three types of connections: text to self, text to text, and text to the world.

Questioning
Asking questions before, during, and after reading to focus attention on significant concepts in text and deepen understanding. Questioning is used to clarify meaning.

Summarizing
The continuous process of determining important events or information from text.

Inferring
Using clues in the text and background knowledge and experiences to create an understanding and interpretation of the text.

Predicting
Thinking about what one knows and using text features to make guesses about text and making adjustments as new information is presented.

Imaging
Using details of text to create sensory images which enhance comprehension.

Vocabulary Acquisition
Learning and remembering new words encountered in text through thoughtful word selection and multiple and meaning opportunities for use.

Second/Third Grade Reading Curriculum
Balanced Literacy Program

Shared teacher models	**Read Aloud** teacher models	**Guided** student application of reading strategies under teacher direction	**Independent** application of reading strategies	**Word Work** small/large group or individual skill activities	**Writing** process writing, grammar and punctuation, and handwriting
• simple/complex story structure • sequence • story elements • Identifying purpose for reading • decoding strategies (semantic, syntactic, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling • text structure • main idea/supporting details • author's purpose	• modeling of good reading practices • engaging students in quality literature • variety of genres read at listening level • listening skills • "thinking aloud" • fluency • story elements • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling • author's purpose	• simple/complex story structure • sequence • story elements • Identifying purpose for reading • decoding strategies (semantic, syntactic, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling • text structure • main idea/supporting details • author's purpose	• simple/complex story structure • sequence • story elements • Identifying purpose for reading • decoding strategies (semantic, syntactic, context, phonetic) • fluency • variety of genres • listening/speaking skills • "thinking aloud" • comprehension strategies (predicting, connecting, visualizing, summarizing, inferences, questioning) • development of vocabulary • retelling • text structure • main idea/supporting details	• phonemic awareness • phonetic principles • parts of speech • sight words • synonyms and antonyms • contractions • compound words • multiple meaning words • word families • spelling	• sentences • developmental spelling • mechanics (capitalization and punctuation) • D'Nealian handwriting manuscript and cursive • narrative, expository, and persuasive writing • responding to literature • process writing (prewriting, rough draft, revising, editing, conferencing, publishing

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe varieties of expertise that mathematics educators at all levels should seek to develop in their students. These practices rest on important "processes and proficiencies" with longstanding importance in mathematics education. The first of these are the NCTM process standards of problem solving, reasoning and proof, communication, representation, and connections. The second are the strands of mathematical proficiency specified in the National Research Council's report *Adding It Up*: adaptive reasoning, strategic competence, conceptual understanding (comprehension of mathematical concepts, operations and relations), procedural fluency (skill in carrying out procedures flexibly, accurately, efficiently and appropriately), and productive disposition (habitual inclination to see mathematics as sensible, useful, and worthwhile, coupled with a belief in diligence and one's own efficacy).

1 Make sense of problems and persevere in solving them.
Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

2 Reason abstractly and quantitatively.
Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

3 Construct viable arguments and critique the reasoning of others.
Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions,

communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

4 Model with mathematics.
Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

5 Use appropriate tools strategically.
Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

6 Attend to precision.
Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, students give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

7 Look for and make use of structure.
Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression $x^2 + 9x + 14$, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see $5 - 3(x - y)^2$ as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers x and y.

8 Look for and express regularity in repeated reasoning.
Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation $(y - 2)/(x - 1) = 3$. Noticing the regularity in the way terms cancel when expanding $(x - 1)(x + 1)$, $(x - 1)(x^2 + x + 1)$, and $(x - 1)(x^3 + x^2 + x + 1)$ might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

Connecting the Standards for Mathematical Practice to the Standards for Mathematical Content
The Standards for Mathematical Practice describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years. Designers of curricula, assessments, and professional development should all attend to the need to connect the mathematical practices to mathematical content in mathematics instruction.

The Standards for Mathematical Content are a balanced combination of procedure and understanding. Expectations that begin with the word "understand" are often especially good opportunities to connect the practices to the content. Students who lack understanding of a topic may rely on procedures too heavily. Without a flexible base from which to work, they may be less likely to consider analogous problems, represent problems coherently, justify conclusions, apply the mathematics to practical situations, use technology mindfully to work with the mathematics, explain the mathematics accurately to other students, step back for an overview, or deviate from a known procedure to find a shortcut. In short, a lack of understanding effectively prevents a student from engaging in the mathematical practices.

In this respect, those content standards which set an expectation of understanding are potential "points of intersection" between the Standards for Mathematical Content and the Standards for Mathematical Practice. These points of intersection are intended to be weighted toward central and generative concepts in the school mathematics curriculum that most merit the time, resources, innovative energies, and focus necessary to qualitatively improve the curriculum, instruction, assessment, professional development, and student achievement in mathematics.

Mathematics | Grade 3

In Grade 3, instructional time should focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

(1) Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models; multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.

(2) Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. For example, 1/2 of the paint in a small bucket could be less paint than 1/3 of the paint in a larger bucket, but 1/3 of a ribbon is longer than 1/5 of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students are able to use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

(3) Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps, a square with sides of unit length being the standard unit for measuring area. Students understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

(4) Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

Grade 3 Overview

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Number and Operations—Fractions

- **Develop understanding of fractions as numbers.**

Measurement and Data

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

Geometry

- **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.

Operations and Algebraic Thinking 3.OA

Represent and solve problems involving multiplication and division.

1. Interpret products of whole numbers, e.g., interpret 5 × 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 × 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.[1]
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 × ? = 48, 5 = □ ÷ 3, 6 × 6 = ?.*

Understand properties of multiplication and the relationship between multiplication and division.

5. Apply properties of operations as strategies to multiply and divide.[2] *Examples: If 6 × 4 = 24 is known, then 4 × 6 = 24 is also known. (Commutative property of multiplication.) 3 × 5 × 2 can be found by 3 × 5 = 15, then 15 × 2 = 30, or by 5 × 2 = 10, then 3 × 10 = 30. (Associative property of multiplication.) Knowing that 8 × 5 = 40 and 8 × 2 = 16, one can find 8 × 7 as 8 × (5 + 2) = (8 × 5) + (8 × 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.*

Multiply and divide within 100.

7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 × 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.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

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.[3]
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.*

[1]See Glossary, Table 2.
[2]Students need not use formal terms for these properties.
[3]This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

Number and Operations in Base Ten 3.NBT

Use place value understanding and properties of operations to perform multi-digit arithmetic.[4]

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. 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.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9 × 80, 5 × 60) using strategies based on place value and properties of operations.

Number and Operations—Fractions[5] 3.NF

Develop understanding of fractions as numbers.

1. 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*.
2. 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.
3. 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.

Measurement and Data 3.MD

Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

1. 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.

[4]A range of algorithms may be used.
[5]Grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6, and 8.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).[6] 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.[7]

Represent and interpret data.

3. 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.*

4. 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.

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

5. 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.

6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

7. 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 $a \times b$ and $a \times c$. 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.

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

8. 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.

[6]Excludes compound units such as cm^3 and finding the geometric volume of a container.
[7]Excludes multiplicative comparison problems (problems involving notions of "times as much"; see Glossary, Table 2).

Geometry 3.G

Reason with shapes and their attributes.

1. 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.
2. 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.*

3RD GRADE		
UNIT NAME	**PERFORMANCE OBJECTIVES**	**TIME OF YEAR**
Earth's Systems Earth & Human Activity	3-ESS2-1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.	August September October
	3-ESS2-2 Obtain and combine information to describe climates in different regions of the world.	
	3-ESS3-1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.	
Biological Evolution: Unity & Diversity	3-LS4-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago	November December January
	3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.	
	3-LS4-3 Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.	
	3-LS4-4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.	
Molecules to Organisms: Structures & Processes	3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.	January February
Ecosystems: Interactions, Energy, & Dynamics Heredity: Inheritance & Variations of Traits	3-LS2-1 Construct an argument that some animals form groups that help members survive.	February March
	3-LS3-1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.	
	3-LS3-2 Use evidence to support the explanation that traits can be influenced by the environment.	

Motion & Stability: Forces & Interactions	3-PS2-1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.	April May
	3-PS2-2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.	
	3-PS2-3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.	
	3-PS2-4 Define a simple design problem that can be solved by applying scientific ideas about magnets	

Social Studies

Macmillan/McGraw-Hill

Our Communities

First Trimester	Unit: Living and Working • Part 1: People Earn Money • Part 2: Making Money Choices
Second Trimester	Unit: Early Communities in America • Part 1: Native American Communities • Part 2: The Community of Jamestown • Part 3: Illinois History
Third Trimester	Unit: How Government Works • Part 1: Local Government • Part 2: State and Federal Government

Third Grade
Music

World of Music - Silver-Burdett & Ginn

Achievement in Listening

1. Ability to recognize whether the rhythm of music he/she hears moves with two, three or four beats per measure.
2. Identify by sound common musical instruments (violin, clarinet, trumpet, piano, cello, oboe, French Horn)
3. Identify tone patterns, rhythm patterns and phrases as same or different.
4. Distriminate with confidence basic contrasts in music (high/low, fast/slow, long/short, loud/soft, even/uneven)

Achievement in Performance

1. Ability to sing simple two-part rounds and chant parts
2. Play simple tone patterns on bells
3. Play simple rhythm patterns on rhythm instruments to accompany songs.

Achievement in Rhythmic Responsiveness

1. Ability to move with the rhythm in singing games and action songs.
2. Clap the melodic rhythm of songs he/she knows.
3. Clap or play on a rhythm instrument one rhythm pattern against a different rhythm pattern.

Achievement in Creativity

1. Ability to interpret common meter signatures and apply their meaning in his/her experience with music.
2. Improvise songs and sing spontaneously to express his/her feelings.

Achievement in Understanding Notation

1. Ability to interpret common meter signatures, and apply their meaning in his experience with music.
2. Read major and minor songs with syllables

Musical Concepts

Form

1. Student should know that music is organized in phrases.
2. Cadence. Phrases end with a pause in the movement in music

Harmonic

1. The student should know major and minor

Third Grade
Physical Education

Basketball Unit
- Skills: individual, partner, group
- Games: lead-up and modified

Bowling
- Skills
- Games
- Scoring

Dance
- Folk dance
- Square dance
- Aerobic dance
- Contemporary dance

Deck Tennis Unit
- Skills: individual, partner, group
- Games: lead-up and modified

Football Skills
- Basic Skills
- Lead-up games

Group Games

Gymnastics Unit
- Tumbling skills
- Balance beam skills
- Parallel bars skills

Health Related Physical Fitness
- Aerobic capacity
- Flexibility
- Muscle Strength
- Abdominal muscle endurance

Jump Rope
- Skills: individual, partner, group

Soccer Skills
- Basic skills
- Lead-up games

Softball Skills
- Basic skills
- Lead-up games

Tennis Unit
- Skills: individual and partner
- Games: lead-up and modified

Art Curriculum

Students are met daily with the rigor of the National Visual Art Standards as well as the Elements and Principles of Art which provide for structured, project-based assignments designed to encourage original creative choice. Students are taught concepts, techniques, art movements, artists and skills throughout each year at DuJardin. The goal is to help each student become the best artists they can be through cultivating their natural creativity.

Elements of Art			Principles of Design		
Space	Texture	Value	Proportion	Variety	Movement
Form	Color	Line	Balance	Unity	Pattern
Shape			Emphasis		

Grade Level	Artists of Focus	Clay Skills
Kindergarten	1. Salvador Dali 2. Wassily Kandinsky 3. Piet Mondrian 4. Alexander Calder 5. Mark Rothko 6. Rorschach (Walter Joseph Kovacs)	Pinch Pot Making
1st Grade	1. Pablo Picasso 2. Andy Warhol 3. Michelangelo 4. Wayne Thiebaud 5. Vincent Van Gogh 6. Grant Wood 7. Amedeo Modigliani	Pinch Pot Making Mold Making Slip/Scoring
2nd Grade	1. Georges Seurat 2. Keith Haring 3. Romero Britto 4. Piet Mondrian 6. Paul Klee 7. Claude Monet 8. Andy Goldsworthy	Slab Making Coil Making
3rd Grade	1. Wassily Kandinsky 2. Australian Aboriginal Art 3. Zentangles/Mehndi Henna 4. Georgia O'Keefe 5. Henri Matisse 6. Jackson Pollock	Smoothing Coils
4th Grade	1. Bridget Riley 2. Pablo Picasso 3. Gwyneth Leech 4. Holton Rower 5. Robert Indiana 7. Google Logo/Contemporary Art	Slipping Scoring Sculpting with coils Pinch pots.
5th Grade	1. Mandalas 2. Frank Lloyd Wright 3. Dale Chihuly 4. Mark Crilley 5. Umberto Boccioni	Clay Choice Project with use of; - Coils - Slipping and Scoring - Slab making.

BLOOMINGDALE DISTRICT#13 – GRADES K-5
STUDY SKILLS GOALS

To provide District #13 students with a consistent format for accurately recording daily and long-term assignments and expectations in grades 4-5.

To provide teachers of students in grades K-3 with a developmentally appropriate format based on the model of the lesson plan book used by grades 4-5.

To instruct students in the correct use of the lesson plan book and to monitor its use throughout the year as needed.

To give students experience in daily, weekly and monthly planning.

To help students develop the responsibility for keeping track of their assignments and due dates.

To help students plan and budget their study time based on their plan books.

To provide students with a visual means of organization.

To provide students with a consistent organizational strategy in a visual modality for their material by using an organizational system, such as color-coded folders, expandable file, etc.

To maintain a consistent standard for headings.

Implementations of Goals

1. Each of the elementary schools will order enough plan books for every child in grades 4-5.

2. Teachers in grades 4-5 will instruct students in the correct use of the plan book and selected organizational system during the first 2 weeks of school and monitor its use throughout the year as needed.

3. Classroom teachers will require students to use the correct folder/file for their subject. The teacher may require specific colors of spirals for specific subjects.

4. Classroom teachers will require that students write their full name in an upper corner of all assignments.

5. If any type of color-coded system is used, please follow color scheme listed below:

Blue:	Math
Red:	Reading
Yellow:	L.A.
Green:	Science
Orange, Purple or White:	S.S.

CHARACTER COUNTS! sm

CHARACTER COUNTS is a continuing community endeavor directed toward improving and supporting positive character in young people. Bloomingdale District 13 is one of the many local Bloomingdale organizations belonging to a community partnership - the Bloomingdale CHARACTER COUNTS! Coalition.

CHARACTER COUNTS is integrated throughout District 13 and is a part of the character development framework at all grade levels, PreK - 8. CHARACTER COUNTS is based on shared beliefs and consensus values called the "Six Pillars of Character". District 13 supports the Bloomingdale CHARACTER COUNTS! Coalition mission to actively build and nurture *trustworthiness, respect, responsibility, fairness, caring, and citizenship* throughout the community.

DuJardin's staff and student body will continue to actively work to understand all that we do and say makes a difference at home, school, and in the community. Our school calendar identifies the month(s) targeted to focus on each of the "Six Pillars of Character". CHARACTER COUNTS! compliments and extends our efforts to eliminate "bully" like behaviors and live the principle that indeed, character does count. Please join the community effort to support and encourage CHARACTER COUNTS! in your family's homelife.

The Six Pillars of Character

(Definitions for Young People)

TRUSTWORTHINESS

- Be honest.
- Don't deceive, cheat or steal.
- Be reliable — do what you say you'll do.
- Have the courage to do the right thing.
- Build a good reputation.
- Be loyal — stand by your family, friends and country.

RESPECT

- Treat others with respect; follow the Golden Rule.
- Be tolerant of differences.
- Use good manners, not bad language.
- Be considerate of the feelings of others.
- Don't threaten, hit or hurt anyone.
- Deal peacefully with anger, insults and disagreements.

RESPONSIBILITY

- Do what you are supposed to do.
- Persevere: keep on trying!
- Always do your best.
- Use self-control; be self-disciplined.
- Think before you act — consider the consequences.
- Be accountable for your choices.

FAIRNESS

- Play by the rules.
- Take turns and share.
- Be open-minded; listen to others.
- Don't take advantage of others.
- Don't blame others carelessly.

CARING

- Be kind.
- Be compassionate and *show* you care.
- Express gratitude.
- Forgive others.
- Help people in need.

CITIZENSHIP

- Do your share to make your school and community better.
- Cooperate.
- Stay informed; vote.
- Be a good neighbor.
- Obey laws and rules.
- Respect authority.
- Protect the environment.

District 13 Technology Curriculum Summary: 3rd Grade

The use of technology is an important part of the overall learning environment throughout the Bloomingdale School District 13. It is the responsibility of each of us to prepare our students for a technological world.

In earlier grades, your child was introduced to general concepts in technology, as well as some basic terminology and functions, computer and software usage, and cognitive tools for developing critical thinking with computers. This year, your third grader will be introduced to the following new skills:

- Enhancing information access by using search features (author, subject, title, keyword) to locate information stored in a library
- Demonstrating positive social and ethical behaviors when using technology, such as defining and understanding *software piracy* and *electronic plagiarism*; defining and describing the term *copyright*; and practicing responsible use of technology
- Operating peripheral hardware, such as fax machines, scanners, and modems
- Using correct posture, wrist positions, and correct finger positions at the keyboard
- Applying virus scan software
- Opening and saving files to appropriate drives
- Launching a web browser through Internet Explorer or Netscape Navigator to retrieve a known URL and refresh (reload) a page
- Developing critical thinking skills to enhance information literacy (e.g., evaluating the reliability of a web site)

Once introduced to new technology, those skills will continue to be reinforced each and every school year. However, by third grade, we hope most of our students will have mastered the following:

- Locating and using the Enter, Esc, and arrow keys
- Identifying and using Home Row keys

Finally, we hope to continue familiarizing your child with using appropriate resources to enhance learning:

- Reinforcing and expanding knowledge and skills through the appropriate use of electronic tutorials, simulations, etc.
- Using appropriate multimedia resources to support learning
- Using technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories