

## LANGUAGE ARTS

### STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY

LEARNING STANDARD A: Apply word analysis and vocabulary skills to comprehend selections.

#### THIRD GRADE OBJECTIVES:

1. Use word analysis (root words, inflections, affixes) to identify words.
2. Discuss meanings of words encountered in independent and group activities.
3. Use synonyms and antonyms to understand meanings of words.
4. Use decoding strategies (phonics, word patterns, structural analysis, context clues) to recognize words.
5. Apply decoding and comprehension strategies to self-correct miscues that interfere with meaning.
6. Use context and previous experience to determine meanings of unfamiliar words.
7. Use resources (dictionary, thesaurus, index, glossary, interview, available technology) to clarify words.

## LANGUAGE ARTS

### STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY

LEARNING STANDARD B: Apply reading strategies to improve understanding and fluency.

#### THIRD GRADE OBJECTIVES:

1. Identify purposes for reading before and during reading.
2. Make predictions before and during reading and confirm, modify or reject predictions after reading.
3. Use strategies (K-W-L, anticipation guide, graphic organizer) to connect text to prior knowledge.
4. Show understanding with focus on key explicit/implicit ideas and linking to previous knowledge.
5. Differentiate between fact and opinion.
6. Identify genres of fiction, non-fiction and poetry.
7. Use available technology (interactive web sites, software, electronic mail).
8. Continuously check and clarify for understanding (reread, read ahead, use visual and context clues).
9. Ask questions to clarify understanding.
10. Retell information from a text.
11. Interpret figurative language.
12. Read material aloud with fluency and accuracy.

## LANGUAGE ARTS

STATE GOAL 1: READ WITH UNDERSTANDING AND FLUENCY

LEARNING STANDARD C: Comprehend a broad range of reading materials.

THIRD GRADE OBJECTIVES:

1. Use evidence in text to form questions and verify predictions.
2. Generate and respond to questions reflecting higher skills (analyzing, inferring, evaluating).
3. Identify important themes and texts.
4. Identify messages the author conveys.
5. Make comparisons across reading selections (themes, topics, and story elements).
6. Interpret concepts or make connections through analysis, evaluation and comparison.
7. Use text structure (sequential/chronological order, problem/solution) to determine important information.
8. Explain how major childrens' literature authors and illustrators express their ideas.
9. Use information from tables, maps and charts to increase comprehension of fiction and nonfiction.

## LANGUAGE ARTS

STATE GOAL 2: READ AND UNDERSTAND LITERATURE REPRESENTATIVE OF VARIOUS SOCIETIES, ERAS AND IDEAS.

LEARNING STANDARD A: Understand how literary elements and techniques are used to convey meaning.

THIRD GRADE OBJECTIVES:

1. Identify theme (friendship, cooperation, sharing, change, exploration) in stories and books.
2. Identify setting and tell how it effects the story.
3. Identify elements of plot by retelling the story (problem, attempts to solve problem or resolution of problem).
4. Identify/compare characters' attributes across stories.
5. Define unfamiliar vocabulary.
6. Name characteristics that distinguish fiction from nonfiction.
7. Classify types of fiction (tall tale, fairy tale, fable).
8. Classify types of nonfiction (essay, biography, autobiography).
9. Classify types of expository text (description, sequence, comparison, cause/effect, problem/solution).
10. Recognize that prose is written in sentences and organized in paragraphs.
11. Recognize both rhymed and unrhymed poetry.
12. Discover poetic devices (rhyme, rhythm, alliteration, onomatopoeia, repetition, simile, metaphor).

## LANGUAGE ARTS

STATE GOAL 2: READ AND UNDERSTAND LITERATURE REPRESENTATIVE OF VARIOUS SOCIETIES, ERAS AND IDEAS.

LEARNING STANDARD B: Read and interpret a variety of literary works.

THIRD GRADE OBJECTIVES:

1. Apply events and situations in fiction and nonfiction to personal experiences.
2. Investigate literature from a variety of time periods/cultures/genres.
3. Compare works by an author.
4. Discuss works that have a common theme.
5. Re-enact/role play/tell stories, songs, poems and plays.

## LANGUAGE ARTS

### STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

LEARNING STANDARD A: Use correct grammar, spelling, punctuation, capitalization and structure.

#### THIRD GRADE OBJECTIVES:

1. Develop paragraphs using proper form (topic, details, conclusion).
2. Construct complete sentences.
3. Demonstrate subject-verb agreement.
4. Use end marks, commas and quotation marks.
5. Use appropriate capitalization.
6. Use appropriate punctuation.
7. Correctly spell high frequency words.
8. Use knowledge of letter-sound relationships to spell unfamiliar words.
9. Demonstrate appropriate use of parts of speech (nouns, pronouns, verbs).
10. Proofread and revise one's work.

## LANGUAGE ARTS

### STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

LEARNING STANDARD B: Compose well-organized and coherent writing for specific purposes and audiences.

#### THIRD GRADE OBJECTIVES:

1. Use strategies (web, brainstorm, lists, notes, graphic organizer) to generate and organize ideas with teacher assistance.
2. Establish and maintain focus.
3. Use stages of writing (prewriting, drafting, revising, editing) to write with focus, organization and elaboration.
4. Organize around a structure (paragraph, essay) appropriate to purpose, audience and context.
5. Elaborate and support ideas (pictures, facts, details, description, narration).
6. Self and peer edit written work for appropriate spelling, punctuation and grammar.

## LANGUAGE ARTS

### STATE GOAL 3: WRITE TO COMMUNICATE FOR A VARIETY OF PURPOSES

LEARNING STANDARD C: Communicate ideas in writing to accomplish a variety of purposes.

#### THIRD GRADE OBJECTIVES:

1. Develop a narrative and expository piece.
2. Use available technology to plan, compose, revise and edit written work.
3. Experiment with creative writing (song, poetry, short fiction, play).

## LANGUAGE ARTS

STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

LEARNING STANDARD A: Listen effectively in formal and informal situations.

THIRD GRADE OBJECTIVES:

1. Listen to speaker and focus attention on what is being said.
2. Distinguish among kinds of information (fact, opinion, detail, main idea, fantasy, reality).
3. Demonstrate listening for different purposes (information gathering, entertainment, social interaction).
4. Separate and retell main ideas from information that is given orally.
5. Formulate relevant and focused questions.
6. Respond appropriately to questions and discussions with relevant and focused comments.
7. Complete tasks for which two or more steps are given orally.
8. Summarize formal and informal presentations/messages (directions, media, announcements, speakers).

## LANGUAGE ARTS

STATE GOAL 4: LISTEN AND SPEAK EFFECTIVELY IN A VARIETY OF SITUATIONS.

LEARNING STANDARD B: Speak effectively using language appropriate to the situation and audience.

THIRD GRADE OBJECTIVES:

1. Show awareness of audience (age, background knowledge) and how it effects content and presentation style.
2. Determine the purpose of an oral report.
3. Select appropriate topic.
4. Use language that is clear, audible and appropriate.
5. Use appropriate grammar, word choice and pacing.
6. Establish and maintain focus.
7. Present ideas in logical order.
8. Elaborate main points with supporting details.
9. Prepare and practice presentation.
10. Engage and maintain interest of listener.
11. Use rules governing spoken English.
12. Use appropriate presentation techniques (volume, rate, tone, pitch).
13. Contribute relevant, appropriate information to discussions.
14. Demonstrate respect for participants and their ideas.

## LANGUAGE ARTS

STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS AND COMMUNICATE INFORMATION.

LEARNING STANDARD A: Locate, organize and use information from various sources to answer questions, solve problems and communicate ideas.

THIRD GRADE OBJECTIVES:

1. Generate questions of interest (using KWL, webs, graphic organizers).
2. Define the focus of research.
3. Collect information relevant to topic.
4. Use text aids (table of contents, glossary, index, alphabetical order) to locate information.
5. Use an organizational system (media center, classroom resources, available technology).
6. Analyze (categorize, classify, sort, organize, combine) information for a project.

## LANGUAGE ARTS

STATE GOALS 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS AND COMMUNICATE INFORMATION.

LEARNING STANDARD B: Analyze and evaluate information acquired from various sources.

THIRD GRADE OBJECTIVES:

1. Use key words to identify relevant information.
2. Discriminate between relevant and irrelevant information.
3. Organize related information under main topics.
4. List title, author, and type of resource (magazine, book, encyclopedia, website, interviewee) used in research.

## LANGUAGE ARTS

STATE GOAL 5: USE THE LANGUAGE ARTS TO ACQUIRE, ASSESS AND COMMUNICATE INFORMATION.

LEARNING STANDARD C: Apply acquired information, concepts and ideas to communicate in a variety of formats.

THIRD GRADE OBJECTIVES:

1. Access and use information from a variety of sources.
2. Organize and synthesize information.
3. Paraphrase/summarize information.
4. Compose information in an appropriate medium/format.
5. Present information in oral, written and available technological/multi-media forms.
6. Begin to revise and edit written work.

## MATH

### NUMBER SENSE

STATE GOAL M6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATIONS (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS AND PROPORTIONS.

LEARNING STANDARD A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.

#### THIRD GRADE OBJECTIVES:

1. Represent, order and compare whole numbers.
2. Generate equivalent representations by composing and decomposing numbers ( $123 = 100 + 20 + 3$ ).
3. Judge the size of fractions using models, benchmarks and equivalent forms.
4. Represent, order, label and compare familiar fractions.
5. Recognize and generate equivalent forms of familiar fractions.
6. Explore and discuss uses of decimals.

## NUMBER SENSE

STATE GOAL M6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMBERATION AND OPERATIONS (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS AND PROPORTIONS.

LEARNING STANDARD B: Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.

### THIRD GRADE OBJECTIVES:

1. Show and use relationship between multiplication and division.
2. Demonstrate and describe effects of multiplying and dividing using math notation and vocabulary.
3. Identify relationships between properties of operations (commutativity applies to addition, but not subtraction.)
4. Demonstrate fluency with basic multiplication and division facts.
5. Solve multiplication and division number sentences and word problems.
6. Apply knowledge of basic multiplication facts to related facts ( $3 \times 4 = 12$ ,  $30 \times 4 = 120$ ,  $300 \times 4 = 1200$ ).
7. Select and use one of various algorithms to add and subtract.

## NUMBER SENSE

STATE GOAL M6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATIONS (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS AND PROPORTIONS.

LEARNING STANDARD C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.

### THIRD GRADE OBJECTIVES:

1. Use strategies (rounding) to estimate results of computations and judge reasonableness of results.
2. Select appropriate methods and tools for computing (mental computation, estimation, calculators and paper/pencil) according to the context and nature of the computation and use the selected method or tool.
3. Determine whether exact answers or estimates are appropriate for solutions to problems.

## NUMBER SENSE

STATE GOAL M6: DEMONSTRATE AND APPLY A KNOWLEDGE AND SENSE OF NUMBERS, INCLUDING NUMERATION AND OPERATIONS (ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION), PATTERNS, RATIOS AND PROPORTIONS.

LEARNING STANDARD D: Solve problems using comparison of quantities, ratios, proportions and percents.

THIRD GRADE OBJECTIVES:

1. Describe the relationship between two sets using “ ”, AND “=”, “=”.

## ESTIMATION AND MEASUREMENT

STATE GOAL M7: ESTIMATE, MAKE AND USE MEASUREMENTS OF OBJECTS, QUANTITIES AND RELATIONSHIPS AND DETERMINE ACCEPTABLE LEVELS OF ACCURACY.

LEARNING STANDARD A: Measure and compare quantities using appropriate units.

THIRD GRADE OBJECTIVES:

1. Explain the need for using standard units for measuring.
2. Measure objects using standard units in the United States customary and metric systems.
3. Perform simple unit conversions within a system of measurement (3 feet = 1 yard).
4. Describe multiple measurable attributes (length, weight, time, temperature, area, volume, capacity) of an object.
5. Make change from a given amount using paper money and coins.
6. Show and explain perimeter of an object by measuring and adding its linear units.
7. Show and explain the area of an object by counting square units.

## ESTIMATION AND MEASUREMENT

STATE GOAL M7: ESTIMATE, MAKE AND USE MEASUREMENTS OF OBJECTS, QUANTITIES AND RELATIONSHIPS AND DETERMINE ACCEPTABLE LEVELS OF ACCURACY.

LEARNING STANDARD B: Estimate measurements and determine acceptable levels of accuracy.

THIRD GRADE OBJECTIVES:

1. Use common measures to make comparisons and estimates.
2. Estimate perimeter of simple polygons.

## ESTIMATION AND MEASUREMENT

STATE GOAL M7: ESTIMATE, MAKE AND USE MEASUREMENTS OF OBJECTS, QUANTITIES AND RELATIONSHIPS AND DETERMINE ACCEPTABLE LEVELS OF ACCURACY.

LEARNING STANDARD C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.

### THIRD GRADE OBJECTIVES:

1. Use appropriate units and tools to measure length, area, volume, weight, time and temperature.
2. Determine elapsed time between events.
3. Solve problems using perimeter and area of simple polygons.
4. Discuss temperature using common vocabulary and notation.

## ALGEBRA AND ANALYTICAL METHODS

STATE GOALS M8: USE ALGEBRAIC AND ANALYTICAL METHODS TO IDENTIFY AND DESCRIBE PATTERNS AND RELATIONSHIPS IN DATA, SOLVE PROBLEMS AND PREDICT RESULTS.

LEARNING STANDARD A: Describe numerical relationships using variables and patterns.

### THIRD GRADE OBJECTIVES:

1. Extend geometric and simple numeric patterns using concrete objects or paper/pencil.
2. Demonstrate how to create a pattern given a set of directions.
3. Identify errors in a given pattern.
4. Represent variables as an unknown quantity using a letter or symbol in a numerical sentence.
5. Express mathematical relationships using equations.

## ALGEBRA AND ANALYTICAL METHODS

STATE GOAL M8: USE ALGEBRAIC AND ANALYTICAL METHODS TO IDENTIFY AND DESCRIBE PATTERNS AND RELATIONSHIPS IN DATA, SOLVE PROBLEMS AND PREDICT RESULTS.

LEARNING STANDARD B: Interpret and describe numerical relationships using tables, graphs and symbols.

THIRD GRADE OBJECTIVES:

1. Represent and analyze simple patterns and operations using words, tables and graphs.

## ALGEBRA AND ANALYTICAL METHODS

STATE GOAL M8: USE ALGEBRAIC AND ANALYTICAL METHODS TO IDENTIFY AND DESCRIBE PATTERNS AND RELATIONSHIPS IN DATA, SOLVE PROBLEMS AND PREDICT RESULTS.

LEARNING STANDARD C: Solve problems using systems of numbers and their properties.

THIRD GRADE OBJECTIVES:

1. Apply the relationship of fact families to solve for an unknown quantity.

## ALGEBRA AND ANALYTICAL METHODS

STATE GOAL M8: USE ALGEBRAIC AND ANALYTICAL METHODS TO IDENTIFY AND DESCRIBE PATTERNS AND RELATIONSHIPS IN DATA, SOLVE PROBLEMS AND PREDICT RESULTS.

LEARNING STANDARD D: Use algebraic concepts and procedures to represent and solve problems.

### THIRD GRADE OBJECTIVES:

1. Discuss use of appropriate operations to solve problems involving patterns (save 1 penny on day 1, double that amount each day for 10 days).
2. Solve one-step linear equations using concrete materials.

## GEOMETRY

STATE GOAL M9: USE GEOMETRIC METHODS TO ANALYZE, CATEGORIZE AND DRAW CONCLUSIONS ABOUT POINTS, LINES, PLANES AND SPACE.

LEARNING STANDARD A: Demonstrate and apply geometric concepts involving points, lines, planes and space.

THIRD GRADE OBJECTIVES:

1. Specify locations using a coordinate system.
2. Predict results of translations, rotations and reflections of two-dimensional shapes.
3. Identify, draw and build polygons.

## GEOMETRY

STATE GOAL M9: USE GEOMETRIC METHODS TO ANALYZE, CATEGORIZE AND DRAW CONCLUSIONS ABOUT POINTS, LINES, PLANES AND SPACE.

LEARNING STANDARD B: Identify, describe, classify and compare relationships using points, lines, planes and solids.

### THIRD GRADE OBJECTIVES:

1. Decompose a three-dimensional object into two-dimensional components.
2. Describe the difference between congruence and similarity.
3. Describe a motion or a series of motions that will show that two shapes are congruent.
4. Identify a three-dimensional object from two-dimensional representations of that object.
5. Recognize geometric ideas and relationships in everyday life.

## GEOMETRY

STATE GOAL M9: USE GEOMETRIC METHODS TO ANALYZE, CATEGORIZE AND DRAW CONCLUSIONS ABOUT POINTS, LINES, PLANES AND SPACE.

LEARNING STANDARD C: Construct convincing arguments and proofs to solve problems.

THIRD GRADE OBJECTIVES:

1. Make and test conjectures about math properties and relationships and justify the conclusions.

## GEOMETRY

STATE GOAL M9: USE GEOMETRIC METHODS TO ANALYZE, CATEGORIZE AND DRAW CONCLUSIONS ABOUT POINTS, LINES, PLANES AND SPACE.

LEARNING STANDARD D: Use trigonometric ratios and circular functions to solve problems.

## DATA ANALYSIS AND PROBABILITY

STATE GOAL M10: COLLECT, ORGANIZE AND ANALYZE DATA USING STATISTICAL METHODS; PREDICT RESULTS; AND INTERPRET UNCERTAINTY USING CONCEPTS OF PROBABILITY.

LEARNING STANDARD A: Organize, describe and make predictions from existing data.

### THIRD GRADE OBJECTIVES:

1. Organize, describe and make predictions from existing data.
2. Represent data using tables and graphs such as tallies and bar graphs.
3. Describe the important features of a set of data represented by a graph.
4. Determine the mode of presented data.

## DATA ANALYSIS AND PROBABILITY

STATE GOAL M10: COLLECT, ORGANIZE AND ANALYZE DATA USING STATISTICAL METHODS; PREDICT RESULTS; AND INTERPRET UNCERTAINTY USING CONCEPTS OF PROBABILITY.

LEARNING STANDARD B: Formulate questions, design data collection methods, gather and analyze data and communicate findings.

### THIRD GRADE OBJECTIVES:

1. Create and administer a survey that answers real life questions. Consider how many and what kind of questions will be asked and how the answers will be recorded.

## DATA ANALYSIS AND PROBABILITY

STATE GOAL M10: COLLECT, ORGANIZE AND ANALYZE DATA USING UNCERTAINTY USING CONCEPTS OF PROBABILITY.

LEARNING STANDARD C: Determine, describe and apply the probabilities of events.

THIRD GRADE OBJECTIVES:

1. Describe events as likely or unlikely and discuss the degree of likelihood using such words as certain, equally likely and impossible.
2. Explain probability as a fractional part of a group to the whole group (A tossed coin can land on heads or tails. Therefore, it should land on heads  $\frac{1}{2}$  of the time).
3. Make predictions based on the results received from a probability experiment.
4. Create and perform a probability experiment (a penny is flipped 100 times) and record the results.
5. Understand that the likelihood of an event can be represented by a ratio (3 out of 4).

## SCIENCE

### INQUIRY AND DESIGN

STATE GOAL SC11: UNDERSTAND THE PROCESSES OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN TO INVESTIGATE QUESTIONS, CONDUCT EXPERIMENTS AND SOLVE PROBLEMS.

LEARNING STANDARD A: Know (K) and apply (A) the concepts, principles and processes of scientific inquiry.

#### THIRD GRADE OBJECTIVES:

Describe an observed event:

\_\_\_\_K Use senses to describe an event.

\_\_\_\_K Use measurements to describe an event, extending the senses.

\_\_\_\_K Use observations to make predictions.

\_\_\_\_A Explain systematically what happened in an event.

\_\_\_\_A Create a prediction based on observations.

Collect data for investigations:

\_\_\_\_K Explain how to ask questions from prior knowledge.

\_\_\_\_K Explain how to ask questions from observations.

\_\_\_\_K Explain how to ask questions using inferences from observations and prior knowledge.

\_\_\_\_A Use prior knowledge to ask questions.

\_\_\_\_A Use observations to ask questions.

\_\_\_\_A Make inferences from observations and prior knowledge to ask questions.

Collect data for investigations using measuring instruments and technologies:

- \_\_\_\_\_K Identify appropriate instruments for gathering data.
- \_\_\_\_\_K Compare standard and non-standard measurements.
- \_\_\_\_\_K Summarize and graphically display data collected from instruments.
- \_\_\_\_\_A Select and discuss appropriate instruments for gathering data.
- \_\_\_\_\_A Use standard and non-standard measurements.
- \_\_\_\_\_A Read data from data-collection instruments.

Record and store data:

- \_\_\_\_\_K Explain pictures of drawings that illustrate data.
- \_\_\_\_\_K Describe data on classroom charts.
- \_\_\_\_\_K Describe data on simple tables, in journals, or on computers.
- \_\_\_\_\_A Create pictures or drawings to illustrate data.
- \_\_\_\_\_A Record data on classroom charts.
- \_\_\_\_\_A Record data on simple tables, in journals, or on computers.

Report and display results:

- \_\_\_\_\_K Summarize data on graphs and/or charts.
- \_\_\_\_\_K Explain terminology that describes patterns.
- \_\_\_\_\_K Interpret data noting similarities and differences in the patterns of the data.
- \_\_\_\_\_K Give examples of data that predict future events.
- \_\_\_\_\_A Display and discuss data on graphs and/or charts.
- \_\_\_\_\_A Choose terminology to describe patterns.

\_\_\_\_\_A Summarize and discuss data noting similarities and differences in patterns of data.

\_\_\_\_\_A Use data to predict future events.

Compare observations of individual and group results:

\_\_\_\_\_K Interpret data from individuals and/or groups.

\_\_\_\_\_K Explain possible reasons for differences or discrepancies in the data.

\_\_\_\_\_A Analyze and discuss data from individuals and/or groups.

\_\_\_\_\_A Suggest possible reasons for differences or discrepancies in the data.

SCIENCE  
INQUIRY AND DESIGN

STATE GOAL SC11: UNDERSTAND THE PROCESSES OF SCIENTIFIC INQUIRY AND TECHNOLOGICAL DESIGN TO INVESTIGATE QUESTIONS, CONDUCT EXPERIMENTS AND SOLVE PROBLEMS.

LEARNING STANDARD B: Know (K) and apply (A) the concepts, principles and processes of technological design.

THIRD GRADE OBJECTIVES:

Know possible solutions when given a design problem:

\_\_\_\_\_K Select a design problem solution ( best design for a paper airplane).

\_\_\_\_\_K Identify the best design.

\_\_\_\_\_A Record possible solutions to a design problem.

\_\_\_\_\_A Use observations, prior experiences and facts to propose solutions.

Design a device that will be useful in solving the problem:

\_\_\_\_\_K Research possible solutions to design a device.

\_\_\_\_\_A Build models of possible designs.

Build the device using the materials and tools provided by:

\_\_\_\_\_K Describe how to build a device using provided materials and tools.

\_\_\_\_\_A Build a device using provided materials and tools.

Test device and record results using given instruments, techniques and measurement methods:

- \_\_\_\_\_K Defend a strategy chosen for testing a device.
- \_\_\_\_\_K Summarize data from a test of a device in a table or chart.
- \_\_\_\_\_K Identify changes that can be made in a device based on test results.
- \_\_\_\_\_A Develop a strategy to test a device.
- \_\_\_\_\_A Collect data from a test of a device in a table or chart.
- \_\_\_\_\_A Modify the device based on test results.

Report the design of the device, the text, process and the results in solving a given problem:

- \_\_\_\_\_K List the steps to follow to build and test a device.
- \_\_\_\_\_K Remember procedures and collect data to support a solution to a problem.
- \_\_\_\_\_A Demonstrate and discuss the steps to follow to build and test a device.
- \_\_\_\_\_A Report/discuss experience, problems and data collection during construction/testing of device.

## CONCEPTS AND PRINCIPLES

STATE GOAL SC12: UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES AND INTERCONNECTIONS OF THE LIFE, PHYSICAL AND EARTH/SPACE SCIENCES.

LEARNING STANDARD A: Know (K) and apply (A) concepts that explain how living things function, adapt and change.

THIRD GRADE OBJECTIVES:

Know the component parts of living things and their major functions:

\_\_\_\_K Match components parts of living things to their functions.

\_\_\_\_K List component parts and their functions for chosen organisms.

\_\_\_\_A Predict how change of one component part would change major functions of entire living system.

Categorize living organisms using a variety of observable features:

\_\_\_\_K Identify the size, color and shape of organisms.

\_\_\_\_K Give examples of animals that have a backbone or do not have a backbone.

\_\_\_\_K Communicate the rules for grouping living organisms.

\_\_\_\_A Classify organisms by size, color and shape and explaining the group rules.

\_\_\_\_A Classify living organisms according to whether they have a backbone or not.

\_\_\_\_A Categorize by common physical characteristics (hair, feathers) and explain group rules.

## CONCEPTS AND PRINCIPLES

STATE GOAL SC12: UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES AND INTERCONNECTIONS OF THE LIFE, PHYSICAL AND EARTH/SPACE SCIENCES.

LEARNING STANDARD B: Know (K) and apply (A) concepts that describe how living things interact with each other and with their environment.

THIRD GRADE OBJECTIVES:

Know the relationship of living things to their environment:

\_\_\_\_K Identify adaptations animals and plants have made to survive (camouflage in animals).

\_\_\_\_K Describe what would happen if an animal lost one of its basic adaptations or was placed in an unfavorable environment (polar bear in the desert).

\_\_\_\_K Summarize animals/plants by their habitat (forest, pond, desert).

\_\_\_\_A Select from a list adaptations that distinguish animals and plants from different habitats.

\_\_\_\_A Predict how adaptations help animals survive in the environment.

\_\_\_\_A Distinguish animals found in one habitat from those found in another type.

Know how living things are dependent on one another for survival:

\_\_\_\_K Identify what living things need to stay alive.

\_\_\_\_K Explain what natural resources living things need to stay alive.

\_\_\_\_K Explain how living things depend on one another for survival ( a food chain).

\_\_\_\_A Discuss survival needs of organisms.

\_\_\_\_A Report what would happen to an organism if it lost its environmental resources.

\_\_\_\_A Role play what would happen if a group of organisms (plant eaters) were removed from an environment.

## CONCEPTS AND PRINCIPLES

STATE GOAL SC12: UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES AND INTERCONNECTIONS OF THE LIFE, PHYSICAL AND EARTH/SPACE SCIENCES.

LEARNING STANDARD C: Know (K) and apply (A) concepts that describe properties of matter and energy and the interactions between them.

### THIRD GRADE OBJECTIVES:

Know sources of energy:

\_\_\_\_K List and compare sources of energy.

\_\_\_\_K Identify which energy source would be used in a given situation.

\_\_\_\_A Identify energy sources and the objects they power.

\_\_\_\_A Choose and evaluate the best source of energy to be used in a given situation.

Know large-scale physical properties of matter:

\_\_\_\_K Give examples of physical properties of matter.

\_\_\_\_A Classify objects according to physical properties.

## CONCEPTS AND PRINCIPLES

STATE GOAL SC12: UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES AND INTERCONNECTIONS OF THE LIFE, PHYSICAL AND EARTH/SPACE SCIENCES.

LEARNING STANDARD D: Know (K) and apply (A) concepts that describe force and motion and the principles that explain them.

### THIRD GRADE OBJECTIVES:

Know examples of motion:

- \_\_\_\_K List various examples of motion.
- \_\_\_\_K Describe and give examples of how sound is produced by vibrating objects.
- \_\_\_\_A Discover and discuss multiple examples of how objects move.
- \_\_\_\_A Demonstrate and discuss how sound is produced by vibrating objects.

Know observable forces in nature:

- \_\_\_\_K Make observations and describe the effects of forces in nature.
- \_\_\_\_K Describe observational data on push-pull forces.
- \_\_\_\_K Discover how force changes the position and motion of an object.
- \_\_\_\_A Investigate the effects of forces in nature.
- \_\_\_\_A Record and discuss observational data on push-pull forces.
- \_\_\_\_A Demonstrate and summarize how force changes the position and motion of an object.

## CONCEPTS AND PRINCIPLES

STATE GOAL SC12: UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES AND INTERCONNECTIONS OF THE LIFE, PHYSICAL AND EARTH/SPACE SCIENCES.

LEARNING STANDARD E: Know (K) and apply (A) concepts that describe the features and processes of the Earth and its resources.

### THIRD GRADE OBJECTIVES:

Know the components of the Earth's land, water and atmospheric systems:

- \_\_\_\_K Identify basic materials found on and within the Earth.
- \_\_\_\_K Identify the following features: land, oceans, North/South Poles and equator.
- \_\_\_\_K Identify land features from a description or image.
- \_\_\_\_K Identify water features from a description or image.
- \_\_\_\_K Identify and describe atmospheric conditions from a description or image.
- \_\_\_\_A Classify samples of the Earth's materials.
- \_\_\_\_A Discuss the following features: land, oceans, North/South Poles and equator.
- \_\_\_\_A Classify and discuss land and water features.
- \_\_\_\_A Investigate local atmospheric features ( the type of clouds that are seen on any given day).

Know the patterns of weather and seasonal change:

\_\_\_\_\_K Identify local weather patterns.

\_\_\_\_\_K Identify local weather data.

\_\_\_\_\_K Identify characteristic weather of each season (winter is cold and precipitation is more likely snow).

\_\_\_\_\_K Discover the Earth's four seasonal positions and the Earth's tilt during its yearly orbit.

\_\_\_\_\_K Observe and recognize different weather phenomena.

\_\_\_\_\_A Record local weather patterns.

\_\_\_\_\_A Predict weather using weather data.

\_\_\_\_\_A Discover the Earth's relationship to the Sun (tilted toward or away) is the cause of seasons.

\_\_\_\_\_A Choose correct weather phenomena from a description or listing of weather data.

Know the difference between renewable and non-renewable natural resources:

\_\_\_\_\_K Identify resources as renewable or non-renewable.

\_\_\_\_\_K Describe common conservation for natural resources.

\_\_\_\_\_K Explain ways natural resource can be recycled or reused.

\_\_\_\_\_A Classify and sort natural resources as renewable and non-renewable.

\_\_\_\_\_A Demonstrate methods to conserve natural resources.

\_\_\_\_\_A Evaluate ways to recycle or reuse resources at home and/or school.

## CONCEPTS AND PRINCIPLES

STATE GOAL SC12: UNDERSTAND THE FUNDAMENTAL CONCEPTS, PRINCIPLES AND INTERCONNECTIONS OF THE LIFE, PHYSICAL AND EARTH/SPACE SCIENCES.

LEARNING STANDARD F: Know (K) and apply (A) concepts that explain the composition and structure of the universe and Earth's place in it.

### THIRD GRADE OBJECTIVES:

Know the characteristics of the sun, Earth and moon as familiar objects in the solar system:

\_\_\_\_K Research the size of the Earth, the sun and the moon.

\_\_\_\_K Identify features of the moon.

\_\_\_\_K Identify components of the solar system (earth, sun, moon).

\_\_\_\_A Construct scale models to compare the size of the Earth, the sun and the moon.

\_\_\_\_A Investigate features of the moon.

\_\_\_\_A Compare and contrast components of the solar system (earth, sun, moon, planets).

Know the daily, seasonal and annual patterns related to the Earth's rotation and revolution:

\_\_\_\_K Observe phases of the moon.

\_\_\_\_K Observe shadows at different times of the day.

\_\_\_\_K Describe the Earth's rotation and how it affects day and night.

\_\_\_\_K Explain the sun's path in the sky during the summer and winter.

\_\_\_\_K Summarize how the Earth rotates and revolves and the sky changes using constellation models.

\_\_\_\_\_A Record phases of the moon.

\_\_\_\_\_A Compare shadows at different times of the day.

\_\_\_\_\_A Demonstrate and discuss the Earth's rotation and it's relationship to day and night.

\_\_\_\_\_A Compare and contrast the summer sun's path with the winter sun's path.

\_\_\_\_\_A Demonstrate how the sky changes and the Earth rotates and revolves using constellation models.

## SCIENCE, TECHNOLOGY AND SOCIETY

STATE GOAL SC13: UNDERSTAND THE RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY AND SOCIETY IN HISTORICAL AND CONTEMPORARY CONTEXTS.

LEARNING STANDARD A: Know (K) and apply (A) the accepted practices of science.

THIRD GRADE OBJECTIVES:

Use basic safety practices:

\_\_\_\_K Explain why it is unsafe to taste unknown substances.

\_\_\_\_K Describe what should be done if there is a fire.

\_\_\_\_K Explain why it is dangerous to play with electricity.

\_\_\_\_A Never taste unknown substances and explain why.

\_\_\_\_A Demonstrate what should be done in case of a fire.

\_\_\_\_A Never play with electricity and explain why.

Know why similar results are expected with similar procedures:

\_\_\_\_K Compare observations by different students observing the same activity.

\_\_\_\_A Discuss observations by different students observing the same activity and list differences.

Gain knowledge through careful observation:

\_\_\_\_K Compare data using repeated observations across timed intervals.

\_\_\_\_K Explain knowledge that was gained through careful observations.

\_\_\_\_A Gather examples of data from repeated observations across timed intervals.

\_\_\_\_A Summarize knowledge that was gained through careful observations.

## SCIENCE, TECHNOLOGY AND SOCIETY

STATE GOAL SC13: UNDERSTAND THE RELATIONSHIPS AMONG CONTEMPORARY CONTEXTS.

LEARNING STANDARD B: Know (K) and apply (A) concepts that describe the interaction between science, technology and society.

THIRD GRADE OBJECTIVES:

Know uses of common scientific instruments (ruler, thermometer, balance, probe, computer):

\_\_\_\_K Explain two different uses for common scientific instruments.

\_\_\_\_K Select appropriate instruments to measure length, temperature and mass.

\_\_\_\_A Evaluate two different uses for common scientific instruments.

\_\_\_\_A Use the appropriate instrument to measure length, temperature and mass.

Know how using measuring tools improves the accuracy of estimates:

\_\_\_\_K Relate estimates with actual measurements.

\_\_\_\_K Explain how a measuring tool is used to improve the accuracy of an estimate.

\_\_\_\_A Compare estimates with actual measurements.

\_\_\_\_A Demonstrate how a measuring tool improves the accuracy of an estimate.

Know contributions men and women have made to science and technology:

\_\_\_\_\_K Identify a scientist and describe his or her contributions to science and technology.

\_\_\_\_\_K Describe how people interested in science have advanced our knowledge.

\_\_\_\_\_K Describe a career in science.

\_\_\_\_\_A Report on a scientist and describe his or her contributions to science and technology.

\_\_\_\_\_A Discuss how people interested in science have advanced our knowledge.

Know ways that science and technology effect people's everyday lives:

\_\_\_\_\_K Identify varied careers that are effected by science and technology.

\_\_\_\_\_K Describe how technology effects everyday life and what life might be like without it.

\_\_\_\_\_A Evaluate varied careers that are effected by science and technology.

\_\_\_\_\_A Role play how technology effects everyday life and what life might be like without it.

Know ways to reduce, reuse, and recycle:

\_\_\_\_\_K Describe materials in the home that can be saved for recycling.

\_\_\_\_\_A Summarize materials in the home that can be saved for recycling.

## POLITICAL SYSTEMS

STATE GOAL SS14: UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD A: Understand and explain basic principles of the United States government.

THIRD GRADE OBJECTIVES:

1. Identify the importance of laws and rules.

## POLITICAL SYSTEMS

STATE GOAL SS14: UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD B: Understand the structures and functions of the political systems of Illinois, the United States and other nations.

THIRD GRADE OBJECTIVES:

1. Identify the three branches of government.
2. Discuss how a bill becomes a law.

## POLITICAL SYSTEMS

STATE GOAL SS14: UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD C: Understand election processes and responsibilities of citizens.

THIRD GRADE OBJECTIVES:

1. Identify the concept of voting.
2. Explain the importance and components of good citizenship.
3. Identify and understand the basic rights of United States citizens.

## POLITICAL SYSTEMS

STATE GOAL SS14: UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.

THIRD GRADE OBJECTIVES:

1. Identify the role of mayor, governor and president.
2. Identify individuals who have shaped public policy.

## POLITICAL SYSTEMS

STATE GOAL SS14: UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD E: Understand United States foreign policy as it relates to other nations and international issues.

## POLITICAL SYSTEMS

STATE GOAL SS14: UNDERSTAND POLITICAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD F: Understand the development of United States political ideas and traditions.

THIRD GRADE OBJECTIVES:

1. Identify and discuss various legal holidays.
2. Discuss the importance of the Declaration of Independence and the Constitution.

## ECONOMICS

STATE GOAL SS15: UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.

THIRD GRADE OBJECTIVES:

1. Identify that training is needed by workers to perform certain jobs.
2. Identify and understand the terms: goods and services.
3. Identify the roles of producers and consumers.

## ECONOMICS

STATE GOAL SS15: UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD B: Understand that scarcity necessitates choices by consumers.

THIRD GRADE OBJECTIVES:

1. Understand that different regions produce different goods.

## ECONOMICS

STATE GOAL SS15: UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD C: Understand that scarcity necessitates choices by producers.

THIRD GRADE OBJECTIVES:

1. Understand pricing of consumable goods.

## ECONOMICS

STATE GOAL SS15: UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD D: Understand trade as an exchange of goods or services.

## ECONOMICS

STATE GOAL SS15: UNDERSTAND ECONOMIC SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD E: Understand the impact of government policies and decisions on production and consumption in the economy.

## HISTORY

STATE GOAL SS16: UNDERSTAND EVENTS, TRENDS, INDIVIDUALS AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES AND OTHER NATIONS.

LEARNING STANDARD A: Apply the skills of historical analysis and interpretation.

## HISTORY

STATE GOAL SS16: UNDERSTAND EVENTS, TRENDS, INDIVIDUALS AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES AND OTHER NATIONS.

LEARNING STANDARD B: Understand the development of significant political events.

THIRD GRADE OBJECTIVES:

1. Discuss events of the American Revolution.
2. Identify significant American leaders during the Revolutionary Period.

## HISTORY

STATE GOAL SS16: UNDERSTAND EVENTS, TRENDS, INDIVIDUALS AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES AND OTHER NATIONS.

LEARNING STANDARD C: Understand the development of economic systems.

## HISTORY

STATE GOAL SS16: UNDERSTAND EVENTS, TRENDS, INDIVIDUALS AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES AND OTHER NATIONS.

LEARNING STANDARD D: Understand Illinois, United States and World social history.

## HISTORY

STATE GOAL SS16: UNDERSTAND EVENTS, TRENDS, INDIVIDUALS AND MOVEMENTS SHAPING THE HISTORY OF ILLINOIS, THE UNITED STATES AND OTHER NATIONS.

LEARNING STANDARD E: Understand Illinois, United States and World environmental history.

THIRD GRADE OBJECTIVES:

1. Compare and contrast urban, rural and suburban communities.

## TEACHING STRAND: GEOGRAPHY

STATE GOAL SS17: UNDERSTAND WORLD GEOGRAPHY AND THE EFFECTS OF GEOGRAPHY ON SOCIETY, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD A: Locate, describe, and explain places, regions and features on the Earth.

### THIRD GRADE OBJECTIVES:

1. Identify the location of Illinois, the United States, North America and the other continents on a map or a globe.
2. Identify geographical features of the earth's surface on a map or a globe.
3. Identify different physical features of the earth's surface.

## GEOGRAPHY

STATE GOAL SS17: UNDERSTAND WORLD GEOGRAPHY AND THE EFFECTS OF GEOGRAPHY ON SOCIETY, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD B: Analyze and explain characteristics and interactions of the Earth's physical systems.

## GEOGRAPHY

STATE GOAL SS17: UNDERSTAND WORLD GEOGRAPHY AND THE EFFECTS OF GEOGRAPHY ON SOCIETY, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD C: Understand relationships between geographic factors and society.

### THIRD GRADE OBJECTIVES:

1. Identify ways people use their environment to meet their needs.
2. Identify the various uses of crops and natural resources.

## GEOGRAPHY

STATE GOAL SS17: UNDERSTAND WORLD GEOGRAPHY AND THE EFFECTS OF GEOGRAPHY ON SOCIETY, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD D: Understand the historical significance of geography.

THIRD GRADE OBJECTIVES:

1. Identify terms such as town, city, village, state, rural, urban and suburban.

## SOCIAL SYSTEMS

STATE GOAL SS18: UNDERSTAND SOCIAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.

THIRD GRADE OBJECTIVES:

1. Identify the differences between American and other cultures involving customs, holidays and traditions.
2. Identify similarities and differences among cultural, racial and ethnic groups.

## SOCIAL SYSTEMS

STATE GOAL SS18: UNDERSTAND SOCIAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD B: Understand the roles and interactions of individuals and groups in society.

THIRD GRADE OBJECTIVES:

1. Identify the various roles people have in society.
2. Identify the responsibilities people have to their families, communities, state and country.
3. Identify how cooperation with others can create a successful community.

## SOCIAL SYSTEMS

STATE GOAL SS18: UNDERSTAND SOCIAL SYSTEMS, WITH AN EMPHASIS ON THE UNITED STATES.

LEARNING STANDARD C: Understand how social systems form and develop over time.