

CONNECTIONS

for School Success

Dear Parent/Guardian:

This brochure provides an overview of the Wake County Public School System's third grade program. You will find a list of the characteristics of third grade students as well as sections on language arts, mathematics, social studies, science, computer/technology, and healthful living. It is important to remember that students also have instruction in art, music, and physical education.

Each of these sections should provide you with a better understanding of the major topics included in third grade. For example, you can use the language arts and social studies sections to help choose books and other materials to support your child's studies. Although this brochure describes only the third grade program, some students will work in language arts or mathematics at a level above or below their grade.

You are an important part of your child's total school program. Your involvement helps make your child's elementary school experiences successful.

Instructional Services Division
Curriculum and Instruction

Promotion standards have been established that require students to be proficient in reading, writing, and mathematics before being promoted to the next grade level. **The approved K-8 Promotion and Intervention policy requires students to meet grade level proficiency to be promoted.** Although End-of-Grade tests, as a measure of minimal achievement, are a significant factor in determination of proficiency, multiple other achievement factors are considered. The policy also defines options for intervention and retesting. Refer to the *Sample Learning Activities and Creating Good Homework Habits* for helpful tips for success in this booklet.

Since we are focusing on improving student achievement, you can help by monitoring your student's progress through interim reports, teacher conferences, and daily by talking with your child about school. Please carefully review your child's report card and test results.

You can expect your child's school to:

1. Conduct information sessions for you, outlining the Promotion and Intervention Policy, the options for your child, and give you the opportunity to ask questions that clarify the program and what you can do to support your child.
2. Contact you by separate letter, mailed to your home, describing the options for your child if he or she is not proficient in reading, writing, or mathematics.

The Wake County Public School System is deeply committed to making the intervention and support available to all students not meeting promotion requirements so they will have the opportunity to perform at or above grade level and be successful in school. Together, with parents and the community, our students will achieve academic success.

Sample Learning Activities	Creating Good Homework Habits	Character Traits
<ul style="list-style-type: none"> • Describe various community workers and the services they perform. • List and discuss healthful behaviors. • Compare/contrast 2 poems. • Create a personal dictionary. • Read a book. Retell the story in your own words. • Write explanation of main idea or moral of a selection. • Keep a list of books you have read in a reading log. • Locate points on a coordinate grid and name the ordered pairs. • Make a set that has more or less objects than a given set. • Measure objects with appropriate tools — inches, feet, yards, centimeters, meters. • Demonstrate and explain why 24 is the same as 2 tens and 4 ones and the same as 1 ten and 14 ones. • Classify objects according to their similarities. • Complete a fitness assessment. • Read for different reasons. 	<p>Parents can help children develop good work habits. The following tips can help you help your child develop good homework habits:</p> <ul style="list-style-type: none"> • Sit down with your child and schedule a time for completing homework assignments. Homework habits are more easily formed if children work the same time each day. • Help your child choose an appropriate study location such as a quiet corner, a desk, or a comfortable chair. The location can vary with the assignment. • Provide your child with good lighting and necessary materials (pencils and paper, a dictionary, etc.). • Ask your child to describe the assignment before beginning, and later show you the completed work or summarize what he or she learned. • Encourage your child to work on his or her own, but say that you are available for help. • If your child does need help, look over the material before you begin so you are familiar with the assignment. • Be a resource and consultant for your child, but don't hover over him or her with constant advice. Remember that sometimes the best help is a hug, a smile, or a word of approval. • If your child becomes frustrated, put away the assignment for awhile. • Be available to check work and whether the assignment has been completed. • Praise your child for completing homework. • When possible, help your child relate homework assignments to everyday life and skills. • In general, be encouraging and supportive. Your attitude is contagious. 	<p>Listed below are character traits that WCPSS believes are an important part of every child's education. Whenever possible, teachers include these special characteristics in their lessons and classroom activities:</p> <p>Courage: Having the determination to do the right thing even when others don't; the strength to follow your conscience rather than the crowd. Attempting difficult things that are worthwhile.</p> <p>Good Judgment: Choosing worthy goals and setting proper priorities. Thinking through the consequences of your actions. Basing decisions on practical wisdom and good sense.</p> <p>Integrity: Having the inner strength to be truthful, trustworthy, and honest in all things. Acting justly and honorably.</p> <p>Kindness: Being considerate, courteous, helpful, and understanding of others. Showing care, compassion, friendship, and generosity. Treating others as you would like to be treated.</p> <p>Perseverance: Being persistent in pursuit of worthy objectives in spite of difficulty, opposition, or discouragement. Exhibiting patience and having the fortitude to try again when confronted with delays, mistakes, or failures.</p> <p>Respect: Showing high regard for authority, for other people, for self, for property, and for country. Understanding that all people have value as human beings.</p> <p>Responsibility: Being dependable in carrying out obligations and duties. Showing reliability and consistency in words and conduct. Being accountable for your own actions. Being committed to active involvement in your community .</p> <p>Self-Discipline: Demonstrating hard work and commitment to purpose. Regulating yourself for improvement and restraining from inappropriate behaviors. Being in proper control of your words, actions, impulses, and desires. Choosing abstinence from premarital sex, drugs, alcohol, tobacco, and other harmful substances and behaviors. Doing your best in all situations.</p>
Writing Process		
<p>Prewriting is the process that helps writers get ready to write. The student spends time gathering information, experimenting with ideas, and plotting a course. Time spent on prewriting is essential to the writing process.</p> <p>Drafting is the stage of making choices as to what to write. This is the first link between the prewriting and writing that is intended to communicate with an audience.</p> <p>Revising writing may be the most difficult step in the process. It also is the most important step. Revision is not just the correction of usage and mechanics errors, but the time to decide where or how the communication can be improved.</p> <p>Editing occurs only after the writer feels satisfied with the content and organization of the writing. Writing must be free from errors that distract the reader.</p> <p>Publishing provides a chance for students to complete a product, see themselves as "authors," read with appreciation, and learn from others.</p>		
Healthful Living		
<p>Focus Areas</p> <ul style="list-style-type: none"> • Coping with loss and grief • Communicable and non-communicable diseases • Injury Prevention • Nutrition labels • Differentiating between portions and servings • Dangers of tobacco and other drugs • Catching, throwing, striking, dancing, and basic tumbling • Creating movement sequences • Develop understanding of the components of fitness and healthy living 	<p>Strands: Mental and Emotional Health, Personal and Consumer Health, Interpersonal Communication and Relationships, Nutrition and Weight Management, Substance Abuse Prevention, Movement Forms, Fitness and Sport Literacy, Healthful Lifestyles, Personal Fitness, Appreciation for Diversity, Social/Personal Responsibility</p> <p>COMPETENCY GOAL 1: The learner will develop knowledge and skills to enhance mental and emotional well-being.</p> <p>Objectives</p>	<p>1.01 Identify healthy methods of self-control. 1.02 Define stress and demonstrate positive stress management strategies. 1.03 Identify feelings and emotions associated with loss and grief and resources for help. 1.04 Identify characteristics of someone who has self-respect.</p> <p>COMPETENCY GOAL 2: The learner will develop knowledge and skills to enhance personal and consumer health.</p>

Healthful Living (con't from page 2)

Objectives

- 2.01 Analyze what it means to be healthy.
- 2.02 Demonstrate proper dental flossing technique and describe the benefits of flossing.
- 2.03 Differentiate between communicable and non-communicable diseases.
- 2.04 Conclude that most injuries are preventable and identify methods for preventing common injuries.
- 2.05 Summarize methods for reducing injuries in and around water.
- 2.06 Advocate for the proper usage of various methods of sun protection (e.g. big floppy hats, sunglasses w/ UV protection, proper technique of sunscreen application and reapplication, protective clothing).
- 2.07 Summarize the dangers of weapons and demonstrate how to seek help if a weapon or firearm is found.
- 2.08 Create a plan to escape fire at home while avoiding smoke inhalation.

COMPETENCY GOAL 3: The learner will develop healthy and effective interpersonal communication and relationship skills.

Objectives

- 3.01 Identify qualities and benefits of a healthy relationship.
- 3.02 Compare and contrast behaviors that promote and hinder friendships.
- 3.03 Demonstrate how to effectively and respectfully express opinions that differ from others.
- 3.04 Demonstrate compassion for all living things and respect for other people's property.
- 3.05 Create and follow rules for productive discussion.

COMPETENCY GOAL 4: The learner will apply knowledge and behavior self management skills to areas of nutrition and physical activity for healthy growth, development, and maintenance.

Objectives

- 4.01 Compare and contrast the health effects of nutritious and non-nutritious beverages.
- 4.02 Explain and analyze the nutrient and caloric information found on a Nutrition Facts label.
- 4.03 Identify foods low in sugar and high in

- calcium and describe the health benefits of each.
- 4.04 Demonstrate the ability to select a nutritious breakfast and describe the importance of eating breakfast daily.
- 4.05 Differentiate between a portion and a serving and explain how to plan meals and snacks using appropriate portion sizes.
- 4.06 Summarize the components and functions of the muscular skeletal system.
- 4.07 Create methods for increasing daily physical activity.

COMPETENCY GOAL 5: The learner will choose not to participate in substance abuse.

Objectives

- 5.01 Summarize why household products are harmful if ingested or inhaled.
- 5.02 Predict the potential risks associated with over-the-counter medicines.
- 5.03 Predict and summarize the dangers of experimenting with tobacco.

COMPETENCY GOAL 6: The learner will demonstrate competency in a variety of movement forms and proficiency in a few to gain competence towards lifetime physical activities (NASPE Standard 1).

Objectives

- 6.01 Demonstrate modified, square and line dances.
- 6.02 Create sequences demonstrating changes of pathways, levels, force and direction with manipulatives.
- 6.03 Create and demonstrate a variety of gymnastic patterns with a rolling focus on inversion and rolling sequences.
- 6.04 Demonstrate the skills of throwing, catching, striking or trapping in an activity.
- 6.05 Successfully perform a variety of jump rope skills.

COMPETENCY GOAL 7: Demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities (NASPE Standard 2).

Objectives

- 7.01 Identify safe practices in physical activity settings.

- 7.02 Assess the major characteristics of mature walking, running, throwing, catching.
- 7.03 Identify and apply the critical elements of basic fitness.
- 7.04 Demonstrate principles of flexibility, muscular strength and endurance through a variety of activities.

COMPETENCY GOAL 8: The learner will exhibit a physically active lifestyle (NASPE Standard 3).

Objectives

- 8.01 Demonstrate positive attitude characteristics toward being physically active.
- 8.02 Engage in regular physical activity throughout the day.
- 8.03 Explore family and community opportunities to be active.

COMPETENCY GOAL 9: The learner will show evidence of an acceptable level of health-related fitness and be familiar with factors that benefit performance (NASPE Standard 4).

Objectives

- 9.01 Recall all of the components of a health-related fitness.
- 9.02 Complete a modified version of a health-enhancing personal fitness assessment and show improvement, including monitoring of the heart.
- 9.03 Demonstrate appropriate warm-up and cool down activities.

COMPETENCY GOAL 10: Exhibits responsible personal and social behavior that respects self and others at the same time as values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction (NASPE Standard 5 & 6).

Objectives

- 10.01 Compare and contrast the value of activity versus inactivity through individual and group settings.
- 10.02 Identify positive behaviors and comments to use during play situations.
- 10.03 Utilize and demonstrate positive behaviors and comments to use as acceptable methods of conflict resolution during play situations.

Computer/Technology Skills

Focus Areas:

- Awareness of Copyright Law
- Responsible and safe use of resources
- Exploring information technologies
- Building word processing techniques
- Using multimedia tools
- Exploring spreadsheets

Goal 1: The learner will understand important issues of a technology-based society and will exhibit ethical behavior in the use of computer and other technologies.

- Recognize, discuss, and use responsible and safe behavior in the use of technology resources.
- Identify and discuss spreadsheet terms/concepts.

- Identify and discuss Copyright and Fair Use Guidelines as a class.

Goal 2: The learner will demonstrate knowledge and skills in the use of computer and other technologies.

- Discuss and select appropriate technology tools to collect, analyze, and display data.
- Enter/edit data in a prepared spreadsheet to perform calculations. Identify and discuss the changes that occur as a class/group.
- Modify/edit an existing multimedia project to include branching and identify added sources as a class.

Goal 3: The learner will use a variety of technologies to access, analyze, interpret,

synthesize, apply, and communicate information.

- Recognize, discuss, and use graphs to display and interpret data in prepared spreadsheets; identify and cite sources.
- Use word processing as a tool to write, edit, and publish sentences, paragraphs, and stories.
- Identify, discuss, and use multimedia to present ideas/concepts/information in a variety of ways as a class.

Reading and Writing

The best way to become a better reader is to read and then discuss what you have read with others. Children form lasting impressions at home about reading. If your child sees you reading, noticing books, newspapers, and magazines around the house, and senses that you enjoy reading, your child will copy you and be much more likely to enjoy reading. Spend time talking about what you are reading, as well as what your child is reading.

Children of all ages like to be read to at home. Read to your child often. Let your child choose a story and you choose one that you enjoy also. Remember that libraries not only have books, but also records, tapes, newspapers, story hours for children, puppet shows, and more. Explore the library with your child!

For the child who likes to read, reading is its own reward. For the reluctant reader, praise and encouragement may increase confidence and make reading more fun.

Just as in reading, the best way to become a better writer is to write. If your child sees you writing notes, letters, lists, etc., at home, your child will copy you and be much more likely to enjoy writing. Encourage your child to write by providing him or her with opportunities to experiment with a variety of paper and writing tools (crayons, markers, pencils). Since a child's spoken language is the basis for his or her written language, it is beneficial to engage your child in conversations about his or her experiences and thoughts.

Encourage your child to write by helping him or her translate experiences and thoughts into writing. You can help your child create a product that will be interesting for him or her to read. Some of the ways you can encourage your child to write include:

- keeping a diary on a family trip.
- taking pictures and arranging them in a scrapbook with your child, then writing captions for each picture
- writing notes and letters to friends and relatives.
- writing short stories about favorite events or activities.
- providing models of good writing by reading to your children everyday.
- displaying your children's written work and talking about that writing.

Developmental Characteristics

Children develop in a natural sequence of growth, moving through similar, predictable stages of development. We must be careful, however, not to expect all children to move at the same pace. Children are unique individuals and will pass through the developmental stages at their own rates.

Generally, children ages five to eight, in grades kindergarten through three, are similar in the ways that they learn. They learn by doing, experiencing, and using their senses. Broad characteristics for eight-year-olds are as follows:

<i>Physical</i>	<i>Social/Emotional</i>	<i>Mental</i>
<ul style="list-style-type: none">• Is physically active• Has high energy level• Works, plays, and talks fast• Has greater muscle strength• Has improved coordination• Likes group play• Can participate in competitive games• Can handle losing• Has increased dexterity	<ul style="list-style-type: none">• Is talkative• Has limited ability to plan• Begins to reflect on other's perceptions, needs, expectations• Daydreams• Is not a self-starter• Fears supernatural, media events, being alone, bodily injury• Has need for praise• Likes own space• Values relationships• Prefers playing with same sex children• Is highly susceptible to pressures to conform	<ul style="list-style-type: none">• Is curious• Grows intellectually• Can classify, arrange, organize• Is more aware of multiple features• Still learns from sensory experiences• Uses language fluently• Understands the past in relation to own experiences• Applies simple logic• Can tell fact from fantasy• Applies new rules rigidly, may not be able to generalize

Language Arts

The learner will develop and apply enabling strategies and skills to read and write.

- Uses phonics, root words, prefixes, and suffixes to read new words
- Uses the meanings of common prefixes and suffixes to understand the meanings of unfamiliar words
- Uses all sources of information (meaning, language, letters and sounds) and prior knowledge to read a new text silently and independently
- Uses context clues to figure out the meanings of unfamiliar words
- Increases sight, reading, and writing vocabulary through wide reading, book talks, discussing, listening, viewing, book clubs, studying author’s craft, role play, and seminars
- Uses dictionaries and glossaries to be sure he reads the word correctly, to verify spelling, and to extend meanings of words
- Reads independently daily from self-selected materials to increase fluency, build background knowledge, and extend vocabulary

The learner will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.

- Knows when what has been read doesn’t make sense and has some strategies to use to help make sense of what he is reading (i.e., reread, read ahead, ask for help, slow down, ask questions, paraphrase.
- Sets a purpose for reading using prior knowledge and text information
- Previews text and uses what he knows about how stories are organized to understand narratives
- Previews text and uses what he knows about nonfiction text to understand what is read
- Makes predictions about what he is reading
- Asks questions about what he is reading
- Locates information for specific purposes
- Makes connections between what is read and personal experiences, prior knowledge, or similar topics
- Reads a variety of texts including fiction (short stories, novels, fantasies, fairy tales, and fables)
- Reads and comprehends grade appropriate fiction
- Reads a variety of texts including nonfiction (biographies, letters, articles, procedures and instructions, charts, maps)
- Reads and comprehends grade appropriate nonfiction
- Reads a variety of texts including poetry (proverbs, riddles, limericks, simple poems)
- Reads and comprehends grade appropriate poetry
- Reads a variety of texts including drama (plays/skits)
- Reads and comprehends grade appropriate drama
- Determines the author’s purpose for writing a story

- Identifies how the author used figurative language in what he wrote
- Determines the plot in stories read and can support answers by referring to the text
- Determines the conflict in stories and can support answers by referring to the text
- Determines the sequence of events or ideas in a selection and can support answers by referring to the text
- Determines how the problem in a story is solved and can support answers by referring to the text
- Determines the lesson or message of a story
- Determines the main idea and supporting details in both fiction and nonfiction and supports answers by referring to the text
- Determines the cause and effect of events and supports answer by referring back to the text
- Determines whether what is stated in a text is fact or opinion
- Determines the author’s point of view or a character’s point of view in a text and supports answers by referring to the text
- Draws conclusions, makes generalizations, and gathers support by referencing the text
- Summarizes main ideas using succinct language
- Explains choice of reading materials and how it matches the reader’s purpose for reading
- Listens actively by facing the speaker, making eye contact, and asking questions to clarify or gain additional information
- Responds to fiction by considering main character’s point of view

The learner will make connections through the use of oral language, written language, and media and technology.

- Recognizes differences among genres
- Relates plot, setting, and characters to own experience and ideas
- Responds to text by considering main character’s point of view
- Participates in creative interpretations
- Makes inferences and draws conclusions about characters and events
- Reflects on learning, gaining insights, and identifying areas for further study
- Identifies and discusses similarities and differences in events, characters, concepts and ideas within and across selections and support them by referring to the text
- Uses text and own experiences to verify facts, concepts, or ideas
- Makes informed judgments about television productions
- Analyzes, compares and contrasts printed and visual information (e.g., graphs, charts, maps)
- Conducts research on a topic (with assistance) using a variety of sources (print and non-print texts, artifacts, people, libraries, databases, computer networks)

The learner will apply strategies and skills to create oral, written, and visual texts.

- Reads aloud familiar text with fluency and expression
- Uses oral and written language to present information in a sequenced, logical manner, to discuss, to sustain the conversation on a topic, to share information and ideas, to retell a story, to answer open-ended questions, to report information on a topic, and to explain own learning
- Shares written and oral products in a variety of ways including discussions, author’s chair, book making, presentations, and other forms of publication
- Uses planning strategies with assistance to generate topics and to organize ideas (discussing, drawing, webbing, story mapping, listing)
- Identifies purpose, audience, and appropriate form of writing or speaking task
- Composes a piece of writing that contains major ideas and maintains focus on the topic by using a writing plan
- Revises writing by clarifying ideas, adding descriptive words and phrases, sequencing events and ideas, combining short, related sentences, and strengthening word choice
- Writes poetry, personal narratives, short reports, friendly letters, directions and instructions, learning logs, and notes
- Explores technology as a tool to create a written product

The learner will apply grammar and language conventions to communicate effectively.

- Uses correct capitalization of names of geographical places
- Correctly uses periods after initials and abbreviated titles
- Correctly uses commas in dates and between city and state
- Uses correct capitalization of holidays and special events
- Correctly uses commas in greetings
- Correctly uses apostrophes in contractions
- Uses correct capitalization and underlines book titles
- Uses correct subject/verb agreement
- Uses a variety of complete sentences in writing and speaking (declarative, interrogative, and exclamatory)
- Composes two or more paragraphs with topic sentences and supporting details, with sufficient elaboration, and with appropriate and logical sequence
- Uses a variety of spelling strategies
- Proofreads own writing for spelling and corrects most misspellings independently with reference to resources (dictionaries, glossaries, word walls)
- Edits (with assistance) own writing for sentence formation and grammar.
- Creates readable documents with legible handwriting (manuscript and cursive)

Mathematics

Number and Operation

Develop number sense for whole numbers through 9,999.

- Connect model, number word, and number using a variety of representations.
- Build understanding of place value (ones through thousands).
- Compare and order.

Develop fluency with multi-digit addition and subtraction through 9,999 using:

- Strategies for adding and subtracting numbers.
- Estimation of sums and differences in appropriate situations.
- Relationships between operations.

Develop fluency with multiplication from 1x1 to 12x12 and division up to two-digit by one-digit numbers using:

- Strategies for multiplying and dividing numbers.
- Estimation of products and quotients in appropriate situations.
- Relationships between operations.

Use basic properties (identity, commutative, associative, order of operations) for addition, subtraction, multiplication, and division.

Use area or region models and set models of fractions to explore part-whole relationships.

- Represent fractions concretely and symbolically (halves, fourths, thirds, sixths, eighths).

- Compare and order fractions (halves, fourths, thirds, sixths, eighths) using models and benchmark numbers (zero, one-half, one); describe comparisons.
- Model and describe common equivalents, especially relationships among halves, fourths, and eighths, and thirds and sixths.
- Understand that the fractional relationships that occur between zero and one also occur between every two consecutive whole numbers.
- Understand and use mixed numbers and their equivalent fraction forms.

Develop flexibility in solving problems by selecting strategies and using mental computation, estimation, calculators or computers, and paper and pencil.

Measurement

Solve problems using measurement concepts and procedures involving:

- Elapsed time.
- Equivalent measures within the same measurement system.

Estimate and measure using appropriate units.

- Capacity (cups, pints, quarts, gallons, liters).
- Length (miles, kilometers).
- Mass (ounces, pounds, grams, kilograms).
- Temperature (Fahrenheit, Celsius).

Geometry

Use appropriate vocabulary to compare, describe, and classify two- and three-dimensional figures.

Use a rectangular coordinate system to solve problems.

- Graph and identify points with whole number and/or letter coordinates.
- Describe the path between given points on the plane.

Data Analysis & Probability

Collect, organize, analyze, and display data (including circle graphs and tables) to solve problems.

Determine the number of permutations and combinations of up to three items.

Solve probability problems using permutations and combinations.

Algebra

Describe and extend numeric and geometric patterns.

Extend and find missing terms of repeating and growing patterns.

Use symbols to represent unknown quantities in number sentences.

Find the value of the unknown in a number sentence.

Science

The focus for third grade students is on identifying systems and patterns in systems. Systems are the units of investigations. A system is an interrelated group of objects or components that form a functioning unit. Students learn to identify portions of a system to facilitate investigation. Systems have boundaries, components, resources, flow and feedback. Guide student learning to continue to emphasize the unifying concepts previously introduced including evidence, explanation, measurement, order, organization, and change as well as the introduction at grade three of systems. The strands provide a context for teaching the content goals. Strands: Nature of Science, Science as Inquiry, Science and Technology, Science in Personal and Social Perspectives

Goal 1: The learner will conduct investigations and build an understanding of plant and growth adaptations.

- 1.1 Observe and measure how the quantities and qualities of nutrients, light, and water in the environment affect plant growth.
- 1.2 Observe and describe how environmental conditions determine how well plants survive and grow in a particular environment.
- 1.3 Investigate and describe how plants pass through distinct stages in their life cycle including: growth, survival, reproduction.

- 1.4 Explain why the number of seeds a plant produces depends on variables such as light, water, nutrients, and pollination.
- 1.5 Observe and discuss how bees pollinate flowers.
- 1.6 Observe, describe and record properties of germinating seeds.

Goal 2: The learner will conduct investigations to build an understanding of soil properties.

- 2.1 Observe and describe the properties of soil: color, texture, capacity to hold water.
- 2.2 Investigate and observe that different soils absorb water at different rates.
- 2.3 Determine the ability of soil to support the growth of many plants, including those important to our food supply.
- 2.4 Identify the basic components of soil: sand, clay, humus.
- 2.5 Determine how composting can be used to recycle discarded plant and animal material.
- 2.6 Determine the relationship between heat and decaying plant matter in a composting pile.

Goal 3: The learner will make observations and use appropriate technology to build an understanding of earth/moon/sun system.

- 3.1 Observe that light travels in a straight line until it strikes an object and is reflected and/or absorbed.

- 3.2 Observe that objects in the sky have patterns of movement including: sun, moon, stars.
- 3.3 Using shadows, follow and record the apparent movement of the sun in the sky during the day.
- 3.4 Use appropriate tools to make observations of the moon.
- 3.5 Observe and record the change in the apparent shape of the moon from day to day over several months and describe the pattern of changes.
- 3.6 Observe that patterns of stars in the sky stay the same, although they appear to move across the sky nightly.

Goal 4: The learner will conduct investigations and use appropriate technology to build an understanding of the form and function of the skeletal and muscle systems of the human body.

- 4.1 Identify the skeleton as a system of the human body.
- 4.2 Describe several functions of bones: support, protection, locomotion.
- 4.3 Describe the function of different types of joints: hinge, ball and socket, gliding.
- 4.4 Describe how different kinds of joints allow movement and compare this to the movement of mechanical devices.
- 4.5 Observe and describe how muscles cause the body to move.

Social Studies

Citizenship: People Making A Difference

The third grade study is designed to expand the students' concept of "leaders" in relationship to their communities. Students study people of diverse groups, their cultures, religions, traditions, and contributions to the community. Students compare aspects of familiar communities with those of other cultures and other times. They are introduced to problems that "leaders" and communities confront and how conflicts are resolved.

Third graders discover how literature is integrated in the social studies discipline by reading about local, state, national, and global leaders (fictional and non-fictional). They investigate the contributions that these individuals have made to society. Students make connections between deeds leaders perform and the character traits each hero possesses such as courage, self-discipline, perseverance, integrity, respect, responsibility, kindness, and good judgment.

COMPETENCY GOALS

OBJECTIVES

Goal 1: The learner will characterize qualities of good citizenship by identifying people who made a difference in the community and other social environments.

- Identify and demonstrate characteristics of responsible citizenship and explain how citizen participation can impact changes within a community.
- Recognize diverse local, state, and national leaders, past and present, who demonstrate responsible citizenship.
- Identify and explain the importance of civic responsibility, including but not limited to, obeying laws and voting.
- Explain the need for leaders in communities and describe their roles and responsibilities.
- Suggest responsible courses of action

in given situations and assess the consequences of irresponsible behavior.

- Identify selected personalities associated with major holidays and cultural celebrations.
- Goal 2: The learner will analyze the multiple roles that individuals perform in families, workplaces, and communities.*

- Distinguish and compare economic and social roles of children and adults in the local community to selected communities around the world.
- Analyze similarities and differences among families in different times and in different places.
- Describe similarities and differences among communities in different times and in different places.

Goal 3: The learner will examine how individuals can initiate change in families, neighbor-hoods, and communities.

- Analyze changes, which have occurred in communities past and present.
- Describe how individuals, events, and ideas change over time.
- Compare and contrast the family structure and the roles of its members over time.

Goal 4: The learner will explain geographic concepts and the relationship between people and geography in real life situations.

- Distinguish between various types of maps and globes.
- Use appropriate source maps to locate communities.
- Use geographic terminology to describe and explain variations in the physical environment as communities.
- Compare how people in different communities adapt to or modify the physical environment to meet their needs.

Goal 5: The learner will apply basic

economic principles to the study of communities.

- Define and identify examples of scarcity.
- Explain the impact of scarcity on the production, distribution, and consumption of goods and services.
- Apply concepts of specialization and division of labor to the local community.
- Compare and contrast the division of labor in local and global communities.
- Distinguish and analyze the economic resources within communities.
- Recognize and explain reasons for economic interdependence of communities.
- Identify historic figures and leaders who have influenced the economies of communities and evaluate the effectiveness of their contributions.

Goal 6: The learner will recognize how technology is used at home, school, and in the community.

- Describe and assess ways in which technology is used in a community's economy.
- Identify and describe contributions made by community leaders in technology.
- Identify the impact of technological change on communities around the world.

Goal 7: The learner will analyze the role of real and fictional heroes in shaping the culture of communities.

- Identify the deeds of local and global leaders.
- Assess the heroic deeds of characters from folktales and legends.
- Explore the role of selected fictional characters in creating new communities.

Visual Arts	Music	Information Literacy
<p>The study of visual arts is cumulative and sequential to include learning introduced and emphasized at previous grade levels. The emphasis at this grade level is on:</p> <ul style="list-style-type: none"> • Research and personal interests • Demonstrating ease in using a variety of media • Use of space and balance in art • Fables and myths, measurement, calligraphy, plants • Differentiating between landscape, portrait and still life <p>Strands: Perceiving, Producing, Knowing, Communicating, Evaluating, Connecting</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art. • Develop skills necessary for understanding and applying media, techniques, and processes. • Organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements. • Choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks. • Understand the visual arts in relation to history and cultures. • Reflect upon and assess the characteristics and merits of their work and the work of others. • Perceive connections between visual arts and other disciplines. • Develop an awareness of art as an avocation and profession. 	<p>The study of music is cumulative and sequential to include learning from previous grade levels. The focus areas for learning at this level include:</p> <ul style="list-style-type: none"> • Demonstrating appropriate expressive and technical vocal and instrumental practices • Demonstrating increased pitch and rhythmic accuracy • Reading and notating rhythmic and melodic patterns • Identifying traditional symbols and terms and using appropriate terminology • Developing skills in improvising, composing, and arranging music • Developing listening, analyzing, and evaluating skills • Developing understanding of music in relation to history, culture, and other content areas • Showing respect for the efforts of others <p>Strands: Creating, Performing, Responding, Understanding</p> <p>The learner will:</p> <ul style="list-style-type: none"> • Sing, alone and with others, a varied repertoire of music. • Play on instruments, alone and with others, a varied repertoire of music. • Improvise melodies, variations, and accompaniments. • Compose and arrange music within specified guidelines. • Read and notate music. • Listen to, analyze, and describe music. • Evaluate music and music performances. • Understand relationships between music, the other arts, and content areas outside the arts. • Understand music in relation to history and culture. <p style="text-align: center;">Academically Gifted</p> <p>For information on the Academically Gifted Program, please contact your school's AG Resource Teacher. Informational brochures are available at each school.</p>	<ul style="list-style-type: none"> • Participate in read-aloud, storytelling, booktalking, silent and voluntary reading experiences. • Demonstrate appropriate care of resources. • Acknowledge ownership of ideas. • Select resources both within and outside the school for personal and informational purposes. • Demonstrate awareness that resources convey meaning and exist in a variety of formats (print, graphical, audio, video, multimedia). • Identify and apply published criteria of excellence in selecting resources. • Recognize the diversity of ideas and thoughts by exploring a variety of resources (print, non-print, electronic) and formats. • Develop and communicate personal criteria for selecting resources for information needs and enjoyment. • Recognize the power of media to influence. • Describe personal cultural heritage and environment. • Identify bias and stereotypes. • Relate cultural similarities and differences to personal life experiences. • Describe how information and ideas are influenced by prior knowledge and personal experience. • Identify information needs and formulate questions about them. • Describe several research models. • Develop a search strategy which includes continuous evaluation of both the research process and the information gathered. • Follow acceptable use guidelines (AUP/ IUP) in accessing information. • Gather, organize, and use information. • Comply with the Copyright Law (P.L. 94-553) and credit sources of information. • Present information in a variety of formats and evaluate the product. • Respond to reading, listening, viewing experiences orally, artistically, dramatically through various formats. • Collaborate with others, both in person and through technologies, to identify information problems and to design, develop, and evaluate information products and solutions.
Guidance		
<p>The learner will demonstrate a positive attitude toward self as a unique and worthy person by being able to:</p> <ul style="list-style-type: none"> • Discuss and share feelings about self. • Discuss situations that cause a variety of behaviors. <p>The learner will demonstrate life-planning skills that are consistent with needs, interests, and abilities by being able to:</p> <ul style="list-style-type: none"> • Recognize the diverse world of work. • Describe ways that basic skills are used at home and at work. • Understand how s/he relies on basic skills 	<p>to satisfy needs.</p> <p>The learner will demonstrate responsible social skills and an understanding and application of being a contributing member of society by being able to:</p> <ul style="list-style-type: none"> • Demonstrate the ability to share and work cooperatively on group tasks. • Learn how to develop effective interpersonal relationships. • Demonstrate the capacity to follow instructions and complete assignments. <p>The learner will demonstrate an appreciation</p>	<p>and understanding of the lifelong process of learning, growing, and changing by being able to:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of the importance of learning. • Demonstrate the ability to work independently. • Demonstrate the capacity to follow instructions and complete assignments.