

# Minooka Community Consolidated School District #201

## Third Grade Curriculum

Third grade is an important marker for elementary-aged children as they move from the primary to the intermediate grades. The classroom, with its focus on increased responsibility and independence, provides many opportunities for growth.

Third grade students use a wide variety of methods to increase learning in all areas. Increased fluency in reading and writing opens up new possibilities for students to find information and write about it. Students use their increased knowledge of conventional spelling and grammar to revise and edit their work. In mathematics, students improve problem solving and computational skills.

This compact curriculum guide identifies the content studied at this grade level. *The following skills are taught at a third grade developmental level, and include a challenging curriculum with enrichment activities.*

### Reading

Students are increasingly able to focus on details while keeping main ideas in mind. As they discuss what they're reading in their literature groups, students demonstrate skills in making inferences and drawing conclusions.

#### **The student will identify, develop, use, or demonstrate competence in the following skill areas:**

- initial and final consonant blends and diagraphs
- long and short vowel combinations in words
- silent consonant combinations
- sound symbol association, word parts, phonics, and syllabication generalizations to decode unfamiliar words
- meanings of words in context
- new word recognition
- literal comprehension skills
- prior knowledge
- predictions
- types of literature and story elements
- appreciation for a variety of written material
- recreational reading
- processing information from various sources
- a simple report
- curriculum-based assessments
- written material representing various cultures
- passage or article interpretation
- basic sight vocabulary and synonyms, antonyms, and homonyms
- descriptive words

## Language Arts

Students will have many opportunities to write and express themselves. They write longer paragraphs which are transformed into reports, letters, and books. Stories often include more than one character.

### **The student will identify, develop, use, or demonstrate competence in the following skill areas:**

- new information
- critical thinking skills
- technology skills
- various parts of a book to locate information
- dictionary and glossary to locate a word
- encyclopedias to locate information about specific topics
- study techniques to organize and retain information
- test-taking techniques
- social behavior skills
- people as resources
- proper listening manners
- following oral directions
- proper speaking techniques
- rules of capitalization
- correct punctuation in written work
- various parts of speech
- correct sentence construction
- practical writing skills
- a variety of written material
- stages of writing a paragraph
- basic letter-writing skills
- proper rules to spell successfully
- cursive and manuscript writing skills
- types of stories and their elements
- daily oral language
- beginning, middle, and end writing
- journal entries
- narrative, expository, creative, and persuasive writings

## Computers

Computer literacy is an integrated discipline, as computer technology will continue to have an impact on many disciplines and vocations. Computers and related technologies are available for school use and will be integrated into the curriculum in an appropriate manner.

### **The student will identify, develop, use, or demonstrate competence in the following skill areas:**

- applications of computers
- information retrieval
- computer system components, i.e., monitor, disk drive, etc.
- computer operations
- basic Internet skills – research skills
- writing activities
- graphing
- keyboarding skills
- peripheral devices
- procedures for using designated software
- integrated curriculum software
- word processing
- drawing tools

## Mathematics

Students practice and refine skills in counting, adding, and subtracting multi-digit numbers. They continue to learn the operations of addition and subtraction, and they begin to study the operations of multiplication and division.

**The student will identify, develop, use, or demonstrate competence in the following skill areas:**

- reading, writing, and counting numbers up to five digits
- comparing and ordering numbers up to five digits
- place value through 999,999
- adding and subtracting whole numbers with and without regrouping
- problem-solving skills
- money
- multiplying whole numbers using two or three-digit numbers by a one-digit number
- dividing whole numbers
- complete number sentences by inserting the correct operational symbol
- rounding numbers to the nearest hundred or dollar
- commutative and identity properties
- basic concept of fractions using the terms halve, thirds, or fourths
- graphs and tables
- beginning probability
- technology as a tool
- measurement
- determining if adequate information is presented in a story problem to arrive at a solution
- telling time to one-minute intervals
- basic algebraic concepts
- basic geometric figures and concepts
- lines of symmetry for geometric figures
- basic collection of data analysis
- temperatures on a thermometer
- math skills to round, estimate, and determine reasonableness of results

## Social Studies

Students learn to gather information through the use of a map globe. Locating continents, island, lakes, oceans, the prime meridian, and the equator encourages an understanding of the larger world in which we live. Students use the map legend to help them locate specific places. The globe and wall map are used to demonstrate their differences and similarities.

### **The student will identify, develop, use, or demonstrate competence in the following skill areas:**

- interrelationship between physical geography, resources, climate, and industry with respect to the economy of a community
- general characteristics of a town, village, city, or a suburb
- basic American government system
- some events and persons which shaped the history of the United States
- the concept of scarcity regarding wants and needs
- contributions made by African Americans and women
- occupations related to social sciences
- applying the skills and knowledge gained in social sciences to making decisions in daily situations
- cultural diversity
- maps and globes
- cardinal and in-between directions
- keys and/or symbols as they relate to maps, diagrams, pictures, and graphs
- basic United States geography
- local, national, and global concerns
- democracy
- participating in a school election
- map scale and its function to locate specifics
- roles of consumers and producers

## Music

Students continue to develop melody, rhythm, harmony and form. They also learn to recognize the tone color and dynamics of various types of music.

### **The student will identify, develop, use, or demonstrate competence in the following skill areas:**

- melody
- rhythm
- tone color
- dynamics
- beat
- form
- harmony
- music vocabulary
- listening as aural perception
- music of various composers
- parts of a composition
- musical notes and values
- basic singing and playing music
- styles and countries of origin from musical examples
- characteristics of music
- performing
- locomotor movements with musical examples

## Science

Students study many concepts in science. They will participate in hands-on activities, discussion, and written work. They will learn about matter, measurement, magnets, gravity, simple machines, sound, plants, animals, and ecology.

### **The student will identify, develop, use, or demonstrate competence in the following skill areas:**

- three states of matter and their properties
- physical changes of matter
- simple devices to measure time, length, volume, and mass
- thermometers
- solar system
- conservation of resources
- stages of a plant's life cycle
- patterns in nature
- comparing living organisms and non-living matter
- force
- gravity
- friction
- work as force
- energy as the ability to do work
- inclined plane
- wheel and axle
- wedge
- lever
- pulley
- weathering and erosion
- water cycle and properties
- data collection graphing
- how animals grow and change

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## Art

Students participate in many types of activities that include coloring, drawing, painting, sculpture, and fiber arts. The elements of art are emphasized. The students develop the principles of art including rhythm, balance, and contrast.

**The student will identify, develop, use, or demonstrate competence in the following skill areas:**

- sensory elements
- five senses related to aesthetic decisions and artistic activities
- line, shape, color, texture, and space
- rhythm, balance, contrast, and emphasis
- different mediums and materials
- different art techniques
- 3-Dimensional forms
- types of fiber arts
- improved quality of artwork
- sense of history and culture
- computer animated design
- enriched aesthetic values through analysis and criticism of art
- safety aspects of art
- themes portrayed in works of art
- an artwork known for its influences on society
- techniques and elements in the creation of visual arts

## Health

The health curriculum includes learner objectives that provide information to assist students with positive health practices. Through active involvement, students will focus on several health and health-related topics. The students will investigate these topics through discussion, art projects, and various activities.

**The student will identify, develop, use, or demonstrate competence in the following skill areas:**

- emergency preparedness
- rules of medicine safety
- harmful drugs
- alternatives to drug use
- personal hygiene
- personal health
- germs and diseases
- disease prevention
- safety rules away from home and in an emergency
- self-esteem
- peer pressure
- conflict resolution
- prescription and over-the-counter drugs

## Physical Education

At the third grade level, there is an even greater diversity in individual physical growth and development. This diversity leads to widely varied skills, abilities, strengths, and interests among students. The students are encouraged to set realistic goals for themselves.

### **The student will identify, develop, use, or demonstrate competence in the following skill areas:**

- physical fitness components of cardiorespiratory endurance, strength, and flexibility
- upper and lower body strength, abdominal strength, and cardiorespiratory fitness
- inactivity's impact on fitness and skill
- types of games, sports, and lifetime activities
- leg and lower back flexibility
- eye/hand/foot coordination
- complex motor activities with a musical or rhythmic accompaniment
- proper overhand/underhand form with the dominant hand
- maneuver a ball with control
- foot control
- striking a stationary/moving/ball/object
- strengthening muscles
- warming-up, movement, activity, and closing
- balancing skills which will help in positioning the body
- locomotor and non-locomotor skills
- rhythm
- nutrition
- wellness concepts relating to heart, muscle, and bone

We should teach what children need to know, both content and process, in a manner that mirrors life - interwoven, interrelated, and compacted.

**The mission of Minooka Community Consolidated School District #201 is to provide each child in the community with a safe, caring, learning environment that addresses the educational needs and potential of each student in a manner that encourages lifelong learning.**

