

## District 64 Mission

The mission of District 64, a vital partnership of staff, families and community, is to inspire all students to embrace learning, discover their strengths and achieve personal excellence in order to thrive in and contribute to a rapidly changing world by providing a rich, rigorous and innovative curriculum integrating civil behavior and fostering resilience.

District 64 is committed to providing an exemplary program of instruction for students that contributes to the development of the “whole child.” Broad learning targets or “Educational Ends” have been developed that reflect the knowledge, skills, behaviors and attitudes toward learning that we want all students to achieve as the result of their education in District 64. These end statements can be found on the District 64 website. Curriculum at each grade level has been designed to promote continuous progress towards high academic standards and the achievement of the “Educational Ends.” This pamphlet shares highlights of the specific objectives taught at this grade level.

District 64’s Learner Objectives in English Language Arts (ELA) and Mathematics are based on the Common Core State Standards which have replaced the Illinois Learning Standards in these two subject areas. In ELA, students at all grade levels will read more complex text, balancing fiction and nonfiction, and use evidence from text to explicitly support their thinking. Students will build upon their reading, writing, speaking, language and listening skills to communicate across disciplines. The Math curriculum addresses both the Mathematical Practices and Content Standards. The eight Mathematical Practices, which are consistent across the grade levels, are “habits of mind” that support learning, mastery and application of mathematical concepts.

For an explanation of the Mathematical Practices, visit: <http://www.corestandards.org/Math/Practice>. For detailed information about the ELA and Math Standards and a complete list of the standards at each grade level, visit: <http://www.corestandards.org/the-standards>.

If you have any questions, please contact the Department for Student Learning at 847-318-4304.

Dr. Laurie Heinz  
*Superintendent*

Dr. Lori Hinton Lopez  
*Assistant Superintendent for Student Learning*

## Language Arts

In Grade 3, students will apply their foundational skills to read and write a wider variety of texts with purpose and understanding. They will read and write for a range of tasks, purposes and audiences, building new vocabulary and strategies for understanding. Students will be able to:

- Demonstrate understanding of a text, referring explicitly to the text as the basis for answers
- Read a variety of genres, including fables, folktales, myths and informational texts and determine the central message, lesson, ideas and key details
- Determine the meaning of unknown words and phrases, distinguishing literal from nonliteral language, using various strategies (e.g., context clues, affixes/roots, glossaries)
- Refer to and use text features, search tools and parts of stories, dramas and poems, using correct terminology (e.g., chapter, scene, stanza)
- Distinguish various points of view (narrator’s, character’s, author’s, own)
- Use information in illustrations to demonstrate understanding
- Compare and contrast themes, settings, plots, characters and key details across multiple books
- Identify and know the meaning of the most common prefixes and suffixes
- Decode multisyllabic words
- Read 3rd grade irregularly spelled words
- Read 3rd grade books with accuracy, rate, expression and understanding
- Write opinion, informative and narrative pieces that include introductions, organization, development of ideas and closure
- Know and use the standard English grammar conventions, capitalization, punctuation and spelling when writing
- Plan, revise, edit and publish writing based on support and collaboration from peers and adults
- Conduct short research projects to build knowledge about a topic, including taking and sorting notes from multiple print and digital sources

- Come to class prepared to participate in collaborative discussions, building on others’ ideas and expressing their own clearly
- Speak clearly when making a class presentation or creating an audio recording

## Math

In addition to demonstrating the eight Mathematical Practices, students will be able to:

- Fluently add and subtract within 1,000
- Understand and explain what it means to multiply or divide numbers
- Multiply all one-digit numbers from memory
- Multiply one-digit numbers by multiples of 10 (such as 20, 30 or 40)
- Use multiplication and division within 100 to solve word problems
- Understand the properties of multiplication and/or division (such as commutative, associative, distributive)
- Solve two-step word problems using addition, subtraction, multiplication and division
- Understand the concept of area and measure area by counting square units
- Relate the measurement of area to multiplication and division
- Understand fractions as numbers and identify fractions on a number line
- Compare the sizes of two fractions and understand equivalence
- Express whole numbers as fractions and identify fractions that are equal to whole numbers
- Measure weights and volumes and solve word problems involving these measurements
- Tell and write time to the nearest minute and measure time intervals in minutes
- Represent and interpret data

## Social Studies

Students will be able to:

- Identify the cultural elements and contributions of Native American tribes

- Define some of the ways that Native Americans adapted to the land and used natural resources to meet basic needs
- Identify who the Pilgrims were, where they settled and how they adapted to the land
- Locate and explain the significance of the Appalachian Mountains, Wilderness Road, Santa Fe and Oregon Trails
- Explain how recycling and conservation help save the earth
- Recognize that there are different forms of United States governments, e.g., town council, city council, state and national government
- List the rights and duties of citizenship
- Trace the development and growth of Chicago and the relationship of the city to surrounding communities
- Name important figures and landmarks in the history of Chicago
- Identify important features of a map
- Read and apply information from different types of maps, charts, graphs and diagrams

## Science

Students will be able to:

- Observe lunar phases and simulate the relative motion of the Earth and Moon
- Create products based on student research of space topics (solar system, space travel, moon exploration, etc.)
- Discuss the concept of gravity as well as the concept of “up” and “down”
- Simulate a rocket launch and a hypothetical trip into space
- Experiment with sound as a form of energy
- Identify the parts and function of the ear
- Investigate the proper care and health of the ear
- Experiment with live specimens (sow bugs, guppies, etc.) to investigate how they respond to changes in their environment
- Discuss properties of matter
- Identify and practice methods of measuring matter

## Health

Students will be able to:

- Identify sources of environmental health risks (air, soil, sun, water, noise, chemicals)
- Identify causes and consequences of conflict among children
- Use refusal skills and recognize the effect of peer pressure
- Use personal safety strategies (home safety, traffic safety, “Yell, Run, and Tell” or Stranger Danger program)
- Participate in fire safety program (injury, illness, poison, accident prevention)

## Art

Students will be able to:

- Recognize works of art from other cultures and the role they play in a society
- Produce a work of art demonstrating an understanding of the elements of design (line, shape, form color, value, texture, space)
- Demonstrate the use of balance in a work of art
- Identify and use color families in a work of art
- Produce works of art using a variety of tools, materials and techniques
- Use art vocabulary to discuss their work and the work of others
- Use tools and materials with respect

## Foreign Language

Students will be able to:

- Imitate pronunciation, intonation, inflection and accent unique to the target language
- Initiate and orally respond to forms of address, greetings and courtesies appropriate to the time of day and person addressed
- Respond to and ask basic questions orally using an expanded vocabulary
- Initiate simple commands and requests

- Speak with vocabulary appropriate to level and experience (cognates, time of day, days of week, month, travel)
- Construct and verbalize simple sentences using a teacher directed model
- Read and understand words, phrases and sentences
- Continue to develop a cultural awareness for specific countries in which the target language is spoken
- Students will be able to state in English four facts about the country /countries studied

## Music

Students will be able to:

- Perceive and perform duple and triple meters
- Perform and count rhythm patterns consisting of dotted half note, dotted half rest, four sixteenth notes
- Recognize and perform melodic patterns containing low *so*, low *la* and high *do*
- Recognize and perform melodic direction using barred instruments and voices
- Name the notes on the lines and spaces of the treble staff and play B, A and G on recorder
- Classify string instruments
- Discriminate between solo and group or solo and chorus
- Discriminate between crescendo and decrescendo
- Use tempo vocabulary: large, lento, moderato and allegro
- Listen to *Eine Kleine Nachtmusik* and *Surprise Symphony*
- Identify music of Mozart and Haydn
- Identify music of the Classical period

## Physical Education

Students will be able to:

- Demonstrate age-appropriate safety practices
- Understand and demonstrate sport-specific skills
- Demonstrate the ability to work with others
- Participate in fitness-related activities and fitness testing

- Understand and apply class procedures
- Understand and apply rules for activities

## Technology

Students will be able to:

- Discuss common uses of technology in daily life
- Discuss basic issues related to Internet safety and responsible use of information and technology
- Describe personal consequences of unsafe, irresponsible or unethical use of information and technology
- Use technology resources to facilitate learning and remediate skills throughout the curriculum
- Use software and other technology tools for creative writing, publishing and creating other content area products
- Use online resources to participate in teacher-directed problem solving activities for the purpose of sharing solutions or products
- Discuss the usefulness of technology tools as they may apply to addressing a variety of tasks and problems

## Civil Behavior

Students will develop the following skills/attitudes:

- Responsibility: Be dependable and accountable for one’s own actions
- Empathy: Treat others respectfully and be sensitive to their feelings
- Strategies: Know and apply conflict resolution and decision making strategies
- Positive Attitude: Choose an optimistic way to think, act and feel
- Excellence: Demonstrate a strong work ethic and sense of pride in one’s efforts
- Citizenship: Follow the rules and work to make the school and local community a better place
- Trustworthiness: Be honest and relied upon to make wise choices

Community  
Consolidated  
School District 64  
Park Ridge–Niles  
Illinois

LEARNER  
OBJECTIVES

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GRADE  
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