



Curriculum Summary
Grade 3
2020 - 2021

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INTRODUCTION

This document outlines the goals of our third grade curriculum. Teachers actively partake in the ongoing evaluation and revision of curriculum and utilize various materials, programs, activities, and strategies to implement the following goals.

Please note that due to our Curriculum Review cycle, some of the curriculum will be included in the Understanding by Design format (including Essential Questions, Understandings, Knows, and Dos for each curricular unit). Subject areas that have not yet gone through a recent curriculum review will be summarized in the same way they have been in past curriculum summaries.

LANGUAGE ARTS

LITERACY INSTRUCTIONAL FRAMEWORK

COMMON UNDERSTANDINGS:

- Teachers use the District’s literacy framework to provide students with lifelong skills and motivation to become fluent, effective and purposeful readers, writers, and communicators.
- Instruction includes thoughtful integration of reading, writing, and oral language.
- Teachers use a variety of ongoing formative assessments to inform instruction and measure student growth. Formative assessments include, but are not limited to, teacher-student conferences, observations, anecdotal records, various writing samples (including on demand), and reading inventories.
- Reflection plays an instrumental role in learning, allowing students to develop ownership of their progress, process, and performance as learners. In cultivating self-reflection and critique, we develop purposeful, insightful, and intrinsically motivated readers and writers.
- At each grade level, developmentally appropriate instruction is thoughtfully scaffolded to allow students to become independent readers and writers.
- Teachers understand the broad context of skill and knowledge development, with a particular focus on the grades preceding and following their own.

BEST PRACTICES IN A BALANCED LITERACY PROGRAM:

READING	WRITING
<p style="text-align: center;">READ ALOUD</p> <p>The teacher (or a student) reads aloud engaging fiction and information texts. Texts are selected to model a love of reading and/or reading strategies, fluency, or genre features. Additionally, books are read aloud to build students’ knowledge for content area themes of study. Teachers balance the flow of the read aloud with embedding reading strategies, skills, and vocabulary as well as student discussion.</p>	<p style="text-align: center;">WRITING WORKSHOP/ PROCESS WRITING</p> <p>Children engage in a balance of narrative, informational and argument/opinion/persuasive types of writing for various purposes and audiences. The teacher guides the process and provides instruction through modeling, mentor texts, shared writing, guided practice, and conferencing. Students independently utilize the skills and strategies that have been modeled. Students generate ideas, plan, draft, revise, edit, publish their work and reflect upon it.</p>
<p style="text-align: center;">SHARED READING</p> <p>Using an enlarged text or individual student copies (literary or informational text), the teacher involves children in reading together. The teacher models and explains reading strategies and encourages the students to participate.</p>	

BEST PRACTICES IN A BALANCED LITERACY PROGRAM (CONTINUED):

<p style="text-align: center;">READING</p>	<p style="text-align: center;">WRITING</p>
<p style="text-align: center;">RESEARCH</p> <p>Using comprehension strategies and existing knowledge, students read informational texts at an accessible level to further understanding, answer questions, and stimulate curiosity. They learn to take notes in developmentally appropriate ways.</p>	<p style="text-align: center;">RESEARCH</p> <p>Using organizational structures that fit the writer and the topic, students synthesize their findings in writing. Students present their research in an engaging and organized manner. Students write to communicate in an authentic manner that suits the writer, topic, and audience.</p>
<p style="text-align: center;">GUIDED READING / FOCUSED INSTRUCTION</p> <p>The teacher pulls together flexible groups or partnerships to teach effective reading strategies and skills for processing a variety of literary and informational texts.</p>	
<p style="text-align: center;">BOOK CLUBS/LITERATURE CIRCLES/READERS THEATER</p> <p>Flexible groups are either adult or student directed. Students engage in discussions as critical readers/thinkers about a text they have read or heard. A developmentally appropriate focus is placed on inquiry and questioning.</p>	

INDEPENDENT READING

Students choose a variety of independent reading books based on interest. They learn how to select texts at their independent reading level and engage in reading daily. Students and teachers assess and track independent reading growth through individualized goal setting conversations and/or conferences.

DAILY WRITING OPPORTUNITIES

Daily writing opportunities encourage and build confident writers. Students write every day across the curriculum. These pieces may include, but are not limited to, drawings, sentences, stories, information pieces, retellings, labels, responses to literature, research, lists, and journal entries. The aim is to build writing fluency, volume, and stamina.

FOUNDATIONAL SKILLS and LANGUAGE KNOWLEDGE

Students learn foundational reading skills, grammar and conventions, and word knowledge through both direct and embedded instruction in ELA and across the curriculum. Depending on the grade level, the teacher provides direct instruction in: phonological awareness, phonics, word attack skills, and spelling.

Additional instruction in language craft and vocabulary development focuses on the use of these skills in reading, writing and speaking, and is embedded through literacy and content learning across the curriculum.

ORAL LANGUAGE: LISTENING AND SPEAKING

Students develop speaking and listening skills to help them participate in conversations with others. They evaluate a speaker's perspective and reasoning.

Students use a variety of media to develop effective oral presentation skills that suit the purpose, context, and audience. In addition, students evaluate and integrate information presented in diverse media.

LEARNING OUTCOMES

In grades K–8, the language arts curriculum includes the continuing development of receptive language as students access and evaluate information through reading, listening, and viewing:

- Students develop and apply skills to decode, comprehend, interpret, evaluate, and appreciate print materials.
- Students understand and appreciate literary forms.
- Students listen effectively for a variety of purposes with emphasis on comprehension and evaluation of spoken language.
- Students view for a variety of purposes with emphasis on appreciation and information collection.

In grades K–8, the language arts curriculum includes the continuing development of expressive language as students communicate effectively through writing, speaking, and visually representing:

- Students develop writing skills to communicate their ideas, opinions, and feelings for a variety of purposes.
- Students have a variety of formal and informal speaking opportunities to present information, explore ideas and experiences, persuade, and reflect.
- Students express themselves using nonverbal means including illustration, diagram, computer graphics, photography, and physical movement.

WRITING

Informational Writing

Transfer

Students will be able to independently use their learning to produce clear and accurate texts to inform or explain.

Essential Questions

- How do I explain my topic clearly to my reader?
- How are nonfiction text features an essential part of an informative text?
- How can the information I am finding in sources build my understanding and inform my readers?

Understandings-Students will Understand that...

- Writers can teach others what they know.
- Information writers select and analyze information and then purposefully organize that content.
- A writer uses a variety of resources to build upon their knowledge base.

Key Knowledge- Students will Know...

- Writers plan and organize.
- Various non-fiction text structures organize information (such as descriptive, chronological, compare/contrast).
- Non-fiction text features convey information and meaning.
- Transitions (words or phrases) link ideas.

- Endings relate to the information or explanation.

Essential Skills- Students will be skilled at...

- Recalling and gathering information from experiences, print, and digital sources.
- Conveying information about a subject in an interesting way.
- Writing an introduction that identifies the subject and prepares the reader to learn about the subject.
- Grouping related information together.
- Explaining facts, definitions, details and observations about the topic.
- Using drawings, captions, or diagrams to aid in the reader's understanding of the topic.
- Using words to show sequence and link ideas with categories of information.
- Writing an ending that draws conclusions, asks questions, or suggests ways readers might respond.
- Applying knowledge about spelling patterns.
- Capitalizing the beginning of sentences and punctuating the end of each sentence.

Opinion Writing

Transfer

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Students will be able to independently use their learning to produce clear and coherent writing to persuade a target audience.

Essential Questions

- How does my voice make a difference in a community?
- How do I make a written opinion effective and convincing?
- What evidence can I use to strongly support my opinion?

Understandings- Students will Understand that...

- An opinion's effectiveness depends upon relevant supporting evidence and how the opinion is conveyed.

Key Knowledge- Students will Know...

- The difference between fact and opinion.
- Writers introduce their opinion in the lead.
- Writers plan and organize.
- Writers group related evidence together.
- Opinions need to be supported by specific reasons.
- Reasons are supported by evidence including personal experience, examples, and information.
- Precise words have power.
- Transitions connect ideas and reasons.
- Endings restate the opinion and provide closure for the reader.

Essential Skills- Students will be Skilled at...

- Sharing an opinion and ideas on a text or topic.
- Writing an introduction that hooks the reader and previews the author's opinion.
- Providing several reasons or examples why readers should agree with their opinion and write several sentences about each reason.
- Organizing writing by grouping related ideas together (paragraphs).
- Connecting ideas and reasons with examples using words such as for example, because, also, and another.
- Creating an ending that relates to the opinion, and perhaps including a thought or comment.
- Using language that gets the reader to think or feel certain ways.
- Applying knowledge about spelling patterns.
- Capitalizing the beginning of sentences and proper nouns.
- Punctuating the end of sentences.
- Using commas in a list.
- Using compound sentences.

Narrative Writing

Transfer

Students will be able to independently use their learning to produce detailed personal narratives that unfold naturally.

Essential Questions

- Why do writers write and share their real experiences/stories?
- What makes a narrative interesting to the reader?
- How do I organize and structure my narrative?

- How do writers develop a storyteller's voice?

Understandings- Students will Understand that...

- Narratives provide a way to share real experiences and/or events in writing.
- Writers use effective techniques, descriptive details, and clear event sequences in their narratives.
- Writers use voice to enhance their writing.

Key Knowledge- Students will Know...

- Personal experiences are used to develop story ideas.
- Beginnings introduce the reader to the characters and setting.
- A story unfolds to lead the reader to the heart of the story.
- Writers use temporal words and phrases to signal event order.
- Descriptive details such as dialogue, thoughts, actions, and emotions develop the characters and plot within the story.
- Writers use a storytelling voice.
- Endings provide a sense of closure for readers.

Essential Skills- Students will be skilled at...(Do)

- Telling a story moment by moment.
- Writing a beginning that helps readers know who the characters are and what the setting is.
- Sequencing a story logically and using phrases (a little later and after that).
- Showing what is happening to the characters and their response or reaction.
- Using language that helps readers picture what is happening and brings the story to life.
- Providing a sense of closure by using action, dialogue, or emotion.

- Applying knowledge about spelling patterns.
- Capitalizing the beginning of sentences and punctuating the end of each sentence.

READING

Building an Independent Reading Life

Transfer

Students will read a variety of books with purpose and engage in conversations about their reading.

Essential Questions

- How would I describe myself as a reader?
- What habits can help me grow as a reader?
- How do I make meaning of increasingly difficult texts?
- How do conversations about reading deepen my understanding of the text?

Understandings- Students will Understand that...

- Readers reflect and make intentional decisions about their reading.
- The more you read, the more skilled and capable reader you become.
- Readers grow when they engage in conversations centered around texts.

Key Knowledge- Students will Know...

- Thinking about books helps readers make meaning.
- Reading daily is essential.
- Conversations about books broaden readers' perspectives.

- Punctuating dialogue correctly with commas and quotation marks.

- Reading “just right” books is important.

Key terms:

- choice
- fluency
- “just right”
- stamina
- volume

Essential Skills- Students will be skilled at...

- Selecting a “just right” text.
- Read a variety of print and digital texts.
- Knowing when to abandon a text.
- Monitoring independent reading.
- Engaging in a conversation with a partner or group.
- Reflecting on how reading habits impact reading success.
- Responding to reading.
- Self-monitoring reading.
- Setting goals about reading.

Literature

Transfer

Students will read and comprehend a variety of genres to become actively engaged members of a reading community.

Essential Questions

- How do readers use comprehension skills and strategies to deepen their understanding of literature?
- How does the author's point of view influence the reader's interpretation?
- What can readers learn by comparing texts?
- How do readers respond to literature?

Understandings- Students will Understand that...

- Readers construct meaning from text using literal information and inferential thinking.
- Readers identify a text's organizational structure to comprehend the text.
- Readers distinguish their own point of view from the author's point of view or choice of narrator.
- Readers compare and contrast texts in order to learn about character, setting, plot, and theme.
- Readers respond to literature in a variety of ways in order to deepen their understanding.

Key Knowledge- Students will Know...

- The difference between genres (for example folktales, fables, myths, tall tales, realistic fiction, historical fiction, mystery, drama/reader's theatre, poetry, and fantasy).
- Comprehension skills such as asking and answering questions, determining importance, inferring, making connections, and visualizing.
- Text evidence must be found directly in the text.
- Text structure such as scene, chapter, and stanza.
- Authors have a central message and purpose.
- Words and phrases in text convey certain meanings and may be literal or nonliteral.

• Key terms:

- elements of a story
 - character
 - setting
 - plot: story arc, problem, solution
 - narrator
 - point of view
 - theme
 - retell/recount
 - compare
 - contrast
- Different ways to respond to literature such as journal, letters, post-its, discussions, graphic organizers.

Essential Skills- Students will be Skilled at...

- Determining the meaning of words and phrases in a text.
- Retelling and recounting setting, key events, and characters.
- Using comprehension strategies to understand literature. Examples include:
 - asking and answering questions
 - determining importance
 - making connections
 - making inferences and supporting that with evidence
 - making predictions
 - visualizing
- Identifying the text structure and author's point of view.
- Discussing author's central message and purpose.

- Comparing and contrasting two or more texts.
- Using evidence to support opinions and ideas in reading response work.

- The events, ideas, concepts, and processes in an informational text are related to one another and to the main idea.

Informational

Transfer

Students will read informational texts to learn more about the world and inform decision making.

Essential Questions

- How can readers deepen their understanding of informational texts?
- How does text structure influence the way readers analyze and comprehend the text?
- What can readers learn by comparing the main ideas and key details in two or more texts?
- How are the parts of an informational text connected?

Understandings- Students will Understand that...

- Informational texts provide answers to questions and build understandings of or interest in a topic.
- Readers build knowledge by reading multiple texts on a topic.
- Readers identify a text's organizational structure to comprehend the text.
- Informational texts are organized around main ideas and supported by key details that help explain those ideas.

Key Knowledge- Students will Know...

- Comprehension skills such as asking and answering questions, determining importance, inferring, making connections, and visualizing.
- Informational texts give true/accurate information (facts) and express opinions about a topic.
- Informational texts answer, explain, or describe the topic.
- Details of an informational text support a main idea.
- Some of the ways informational texts can be organized include cause and effect, time-order sequence, and compare and contrast (text structures).
- Informational texts often include visual images or illustrations that help explain or clarify what is in the text. Examples include:
 - diagrams/graphs
 - maps
 - photographs
- Text features and search tools in informational texts, including digital texts, make the text easier to read and information easier to find. Examples include:
 - headings
 - sub-headings
 - bold print
 - tables of contents

- glossaries
- indexes
- key words
- sidebars
- hyperlinks
- icons
- captions
- labels
- Different texts can provide varying perspectives on a topic.

Essential Skills- Students will be skilled at...

- Using comprehension strategies to understand informational text. Examples include:
 - asking and answering questions
 - determining importance
 - making connections
 - making inferences and supporting them with evidence
 - making predictions
 - visualizing
- Determining the main idea or big idea of a text and the supporting details.
- Determining fact from opinion within a text.
- Identifying the informational text structures. Examples include:
 - cause and effect
 - compare and contrast
 - chronological
- Utilizing text structure to enhance understanding.
- Determining the meaning of unfamiliar words.
- Identifying and using text features.

- Describing the relationship between the ideas presented in a text (e.g. series of historical or scientific events, scientific ideas or content, or steps in technical procedures) using language that pertains to time, sequence, and cause and effect.
- Comparing and contrasting texts on a topic.

LISTENING

- Develop effective listening behaviors
- Listen and respond to others respectfully in social settings as well as formal learning situations
- Receive, remember, and evaluate information for different purposes
- Follow multi-step directions
- Demonstrate active listening by: formulating questions and making relevant comments

SPEAKING

- Develop oral presentation skills: articulate, enunciate, project voice, pace speech, speak fluently, and stay on topic
- Incorporate non-verbal expressions for delivery of the message
- Use speaking skills to make relevant contributions to oral discourse and to be concise
- Use verbal and non-verbal strategies to communicate and resolves conflict

VIEWING

- Identify the purpose of a visual
- Express personal responses to visuals
- Obtain and begins to interpret information from a variety of visual forms
- Begin to recognize the significance of non-verbal cues in communication

VISUALLY REPRESENTING

- Express feelings and ideas through body language and facial expressions
- Use a variety of techniques to convey meaning
- Select and uses appropriate graphic organizers to record information and promote comprehension
- Arrange or manipulates physical environment to create meaning or mood
- Use a variety of media to visually represent information, ideas, and feelings

READING SUPPORT SERVICES

Additional individualized reading support is available for third grade students as appropriate. The classroom teacher will recommend this service as needed.

ENGLISH AS A SECOND LANGUAGE (ESL)

Support services for English Language Learners are available.

WORD STUDY

There is an explicit and systematic approach to teaching spelling and word study. Explicit instruction is balanced with differentiated studies and word consciousness. Word consciousness refers to providing a print/word rich environment, fostering word play, integrating vocabulary in writing, and reading aloud.

As skills are introduced, students engage in activities for repeated practice. There is high exposure to words in context and within content. Vocabulary acquisition is connected to content areas such as math, social studies, and science as well as to the arts, kinetic wellness, and technology. Through explicit teaching and an integrated approach, students are exposed to a high volume of words each year.

Spelling includes the following:

- Spelling patterns
- Word families
- High frequency words

Vocabulary acquisition includes the following:

- Phonics and word recognition
- Unknown and multiple-meaning words and phrases
- Greek or Latin affixes and roots
- Figurative language, word relationships, and nuances in word meanings
- General academic words and phrases
- Domain-specific words and phrases

GRAMMAR AND MECHANICS

As educators, we know that students' development as writers is a complex process that is not necessarily linear. Therefore, we believe that grammatical concepts should be explored in-depth and reinforced through multiple strategies over time. As teachers, we've organized our grammar scope and sequence according to three categories: exposure (concepts and ideas students are exposed to without explicit instruction), introduction (skills and concepts that are introduced), and independence (skills that are expected to be used independently as an integral part of a student's writing process).

Skills Introduced in Third Grade:

- Explain the function of nouns, pronouns, verbs, and adjectives, and their functions in particular sentences.
- Use coordinating (for, and, nor, but, or, yet, so) and subordinating conjunctions (although, because, if, during).

- Form and use compound sentences.
- Form and use regular and irregular plural nouns and verbs.
- Form and use simple verb tenses (e.g. I walked; I walk; I will walk).
- Produce and expand simple sentences.
- Capitalize appropriate words in titles (The Cat in the Hat).
- Use commas in addresses.
- Form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).
- Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- Compare formal and informal uses of English.
- Use paragraphing - understanding how authors shift and organize ideas.

MATHEMATICS

The **mission** of The Winnetka Public Schools mathematics program is to engage all students in a challenging curriculum of high-quality mathematics.

We believe that **classroom community** engages students and supports the development of positive mathematical dispositions.

AN ENGAGING MATH ENVIRONMENT:

- Promotes a mindset of inquiry, risk taking, flexible thinking, and problem solving
- Fosters collaboration, communication, and critique as critical components of understanding
- Encourages multiple approaches, using tools and technology strategically
- Encourages analysis of a variety of solutions as well as misconceptions

We believe that **high quality instruction** is the foundation for the development of proficient mathematical learners.

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HIGH QUALITY INSTRUCTION:

- Values students as individual learners
- Provides meaningful tasks
- Emphasizes process and understanding of mathematics to a level of depth appropriate for each learner
- Encourages students to learn from one another
- Provides time to develop perseverance, a level of expertise, and an appreciation of the connectedness of math concepts to the real world
- Endorses multiple methods for students to demonstrate understanding through the use of different modalities (manipulatives, pictures and models, oral and written language, real world situations, written symbols)

We believe that **high quality curriculum and assessment** allow for acquisition of knowledge, development of meaningful understanding, application and transfer of knowledge.

HIGH QUALITY CURRICULUM:

- Develops skills and concepts in tandem
- Applies concepts to real life contexts and new situations
- Values reflection as part of the learning process
- Is informed by research, state and national standards, and guided by national mathematics organizations

HIGH QUALITY ASSESSMENT:

- Encompasses a wide range of assessment techniques

- Is an ongoing process
- Provides feedback to inform student and teacher, resulting in the growth of all learners
- Addresses procedural skill and fluency, conceptual

LEARNING OUTCOMES/MATHEMATICAL PRACTICES

In grades K-8, the mathematics curriculum provides learning experiences that develop mathematically proficient students who can:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.

GRADE 3 CRITICAL AREAS

- Developing understanding of multiplication and division and strategies for multiplication and division within 100.
- Developing understanding fractions, especially unit fractions (fractions with 1 as the numerator).
- Developing understanding of the structure of rectangular arrays and of area.

understanding, and application

- Describing and analyzing two-dimensional shapes.

GRADE 3 OVERVIEW

Operations and Algebraic Thinking

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

Number and Operations in Base Ten

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

Number and Operations- Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

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

- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

Geometry

- Reason with shapes and their attributes.

SCIENCE

Mission

The mission of the Winnetka Public Schools science program is to foster children's curiosity in the world around them and empower them with the knowledge needed to interact with the world as scientists and engineers. Our students are encouraged to pose questions, investigate solutions, and justify their thinking. Children will collaborate with each other, engage in scientific and engineering practices, persevere, and creatively investigate phenomena and solve problems.

Beliefs

We believe in deep exploration of important concepts and the opportunity for students to develop meaningful understanding over time.

- Students will have sustained opportunities to identify

their misconceptions, learn from mistakes and flexibly problem solve. As a result, students' ideas will evolve over time.

- Students will learn in a rigorous environment that requires perseverance.
- Students will work collaboratively to develop their understanding of science. They will communicate their thoughts, observations, inferences, and opinions using precise, scientific language.

We believe science and engineering require both knowledge and practice because the NGSS practices, crosscutting concepts, and content are equally important.

- Students will be actively engaged in the scientific and engineering practices, which will be visible in the classroom.
- Students will use crosscutting concepts to connect knowledge from various disciplines (STEAM) into a coherent and scientifically based view of the world.
- Students will learn scientific content through hands on experiences and reflect to build understanding.

We believe children are born investigators and it is important to connect to students' passions and experiences to further spark their curiosity.

- Students will be creative designers and thinkers, further developing their sense of wonder and passion for the world around them.
- Students will have equitable access to science

- learning, materials, and experiences.
- Students will be challenged with scientific and engineering tasks that apply to the world they live in; these tasks will inspire lifelong learning and draw on children’s motivation to engage with their surroundings.

We believe that, as educators, it is important to stay committed to our science curricular progressions to ensure a meaningful, coherent journey for each child K-8.

EARTH AND SPACE SCIENCE

Big Ideas: Weather and Climate

Students organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards.

Essential Questions

- How does water move and change?
- How does water make the Earth unique?
- What regulates weather and climate?
- How do weather-related hazards impact individuals and society?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings- Students will Understand that...

- Water has unique properties which are important to

the water cycle process.

- Weather data can be used to describe typical weather conditions expected during a particular season.
- Patterns of change can be used to make predictions.
- Design solutions can reduce the impacts of weather-related hazards.
- Cause and effect relationships are routinely identified, tested, and used to explain change.
- Engineers improve existing technologies or develop new ones to increase their benefits, to decrease known risks, and to meet societal demands.
 - Science affects everyday life.

Key Knowledge- Students will Know...

- Climate describes patterns of typical weather conditions over different scales and variations. Historical weather patterns can be analyzed.
- A variety of weather-related hazards result from natural processes (flooding, wind, lightning, hurricane, tornado, drought); humans cannot eliminate hazards but can reduce their impacts.
- Key Terms
 - water
 - water cycle, evaporation, condensation, precipitation, accumulation
 - climate, weather
 - weather forecast
 - weather hazard

Essential Skills- Students will be able to...

- Analyze and Interpret Data.
- Engage in Argument from Evidence

LIFE SCIENCE

Big Ideas: Adaptations and Variation of Traits, & Interdependent Relationships in Ecosystems

Students develop an understanding of the similarities and differences of organisms' life cycles. Organisms have different inherited traits, and the environment can also affect the traits that an organism develops. Students construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Students develop an understanding of types of organisms that lived long ago and also about the nature of their environments. When the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

Essential Questions

- How do organisms live and grow?
- How do external structures of organisms enable life's functions?
- How do living organisms get what they need from the environment?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings - Students will Understand that...

- Life cycles of organisms have similarities and differences. *Similarities and differences in patterns can be used to sort and classify natural phenomena.*
- Organisms have different traits and adaptations. Some traits are inherited, some change because of the environment. *Cause and effect relationships are routinely identified, tested, and used to explain change.*
- Some variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. *Patterns can be used to make predictions.*
- The environment can also affect the traits that an organism develops. When the environment changes some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die.

Key Knowledge- Students will Know...

- Organisms have unique and diverse life cycles.
- Organisms vary in how they look and function because they have different inherited traits; the

environment also affects the traits that an organism develops.

- Being part of a group helps animals obtain food, defend themselves, and cope with changes.
 - Populations of organisms live in a variety of habitats. Change in those habitats affects the organisms living there.
 - For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.
-
- Key Terms
 - organism, populations
 - survival
 - habitat
 - adaptations, traits
 - life cycle, growth, reproduction

Essential Skills- Students will be able to...

- Analyze and interpret data.
- Develop and use models.
- Construct explanations and design solutions.

PHYSICAL SCIENCE

Big Ideas: Forces and Interactions

Students determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between

two objects not in contact with each other. They apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets.

Essential Questions

- In what ways can objects move?
- How can one predict an object's continued motion, changes in motion, or stability?
- What underlying forces explain the variety of interactions observed?
- How do scientists answer questions?
- How do engineers solve problems?

Understandings- Students will Understand that...

- Balanced and unbalanced forces have effects on the motion of the object.
- There is a cause and effect relationship of electric or magnetic interactions between two objects not in contact with each other. *Cause and effect relationships are routinely identified, tested, and used to explain change. Patterns of change can be used to make predictions.*
- *Scientific discoveries about the natural world can often lead to new and improved technologies, which are developed through the engineering design process.*

Key Knowledge- Students will Know...

- Each force acts on one particular object and has both strength and a direction.
- An object at rest typically has multiple forces acting on it, but they add to give zero net force on the object.
- Objects in contact exert forces on each other. Some forces act even when the objects are not in contact.
- The patterns of an object's motion in various situations

- can be observed and measured.
- Key Terms
 - energy, energy transfer, forces, motion
 - evidence, data
 - magnet, magnetism, repel/attract

- system, electric circuit, open/closed circuit, conductor/insulator
- switch
- electromagnet
- energy source (battery or D-cell), energy,

SOCIAL STUDIES

Mission Statement

In the social sciences, we recognize that we live in an increasingly interconnected world with varying beliefs, perspectives, and values. In modern times, it has become vital for individuals to learn to navigate and interpret the vast array of information they are exposed to on a daily basis. It is our mission to educate the youth of Winnetka to responsibly, respectfully, and actively evaluate that information; to understand the root causes of what they encounter in modern life and the circumstances that drive others to differ and to take action towards positive change as responsible citizens of a democracy.

Key Beliefs

The Committee established key beliefs that serve as drivers for the curriculum development process. The key beliefs were used in concert with the new state standards in developing the curriculum framework documents.

- **Inquiry:** Children question the world around them, recognize societal issues, and develop meaningful investigations through inquiry.
- **Social Responsibility:** The classroom is a microcosm for social problem solving and change, where children develop skills and attitudes needed for fair play, cooperation, and self-expression. Students learn that together, human beings can make a difference.
- **Action-Democracy:** Social Studies provides opportunities towards developing reflective and active democratic citizens with the ability to understand and evaluate other viewpoints, who support a just and humane society, now and in the future.

- **Civics:** Develop responsible citizens in a global community through engagement in decision-making and consensus-building opportunities.
- **Cultural Awareness:** We believe in addressing past, current, and future challenges; to shine light into the darkness in the pursuit of understanding. Children will encounter and explore multiple viewpoints and perspectives to develop critical thinking, empathy, and compassion.

Illinois Social Studies Standards

The vision put forth by the new standards is to ***produce Illinois graduates who are civically engaged, socially responsible, culturally aware, and financially literate.*** The Illinois Social Studies Standards adopted in 2017 promote the acquisition of knowledge, but also promotes student participation as active members of our democracy. To this end, the standards document has been organized into two complementary categories, Inquiry and Disciplinary Concepts, to provide a framework for student success in the modern world:

Inquiry Skills

- Developing Questions and Planning Inquiries
 - Constructing Essential Questions
 - Constructing Supporting Questions
 - Determining Helpful Sources
- Evaluating Sources and Using Evidence
 - Gathering and Evaluating Sources
 - Developing Claims and Using Evidence

- Communicating Conclusions and Taking Informed Action
 - Communicating Conclusions
 - Critiquing Conclusions
 - Taking Informed Action

Disciplinary Concepts

- Civics
 - Civic and Political Institutions
 - Participation and Deliberation: Applying Civic Virtues and Democratic Principles Processes, Rules, and Laws
- Geography
 - Geographic Representations: Spatial Views of the World Human-Environment Interaction: Place, Regions, and Culture
 - Human Population: Spatial Patterns and Movements
 - Global Interconnections: Changing Spatial Patterns
- Economics and Financial Literacy
 - Economic Decision Making
 - Exchange and Markets
 - The National and Global Economy
- History
 - Change, Continuity, and Context
 - Perspectives
 - Historical Sources and Evidence

- Causation and Argumentation

- Groups of people make rules to create responsibilities and protect freedoms.

UNIT ONE

ESSENTIAL QUESTION

- What does a community need to thrive?

SUPPORTING QUESTIONS

- What is a fundamental need?
- What is the difference between needs and wants?
- How do you create a thriving community?
- How do people come together as a community to solve a problem?

TRANSFER GOAL

Students will be able to independently use their learning to notice and appreciate the value of different communities.

UNDERSTANDINGS- Students will understand...

- Because all people have fundamental needs, we are more alike than different.
- Each person in a community plays a role in the success or decline of the community.

KEY KNOWLEDGE- Students will know...

- Key Terms and Concepts
 - Community
 - Empathy
 - Cooperation
 - Compassion
- Universal Fundamental Needs
 - Transportation
 - Education
 - Government
 - Food
 - Clothing
 - Shelter
 - Belief System
 - Recreation
 - Communication
- Types of different decision making structures.
- The names of roles and responsibilities within a community.

ESSENTIAL SKILLS- Students will be skilled at...

- Creating fair rules and responsibilities.
- Making positive and productive group decisions.

- Working together to accomplish goals.
- Identifying the Universal Fundamental needs.
- Describing in writing and/or in pictures their personal fundamental needs.
- Comparing and contrasting their personal community to another community.

UNIT TWO

ESSENTIAL QUESTION

- How do the natural resources of an environment help humans to meet their fundamental needs?

SUPPORTING QUESTIONS

- How did early Native Americans (Plains, Woodlands) meet their fundamental needs?
- What did an early Native American (Plains, Woodlands) community need to thrive?
- What happens when the environment changes?

TRANSFER GOAL

Students will be able to independently use their learning to understand and respect the identity and culture of Native Americans.

UNDERSTANDINGS- Students will understand...

- How people live, depends on where a they live.
- Natural resources can vary depending on the region in which one lives.
- There were many different Early Native American Communities, each with their own unique characteristics.

KEY KNOWLEDGE- Students will know...

Characteristics of the Woodland Region:

- Food sources (e.g. deer, three sisters)
- Types of Homes (e.g. longhouse, wigwam)
- Clothing (e.g. deerskin dresses)
- Recreation (e.g. games to build skills)
- Transportation (e.g. canoes, horses)
- Communication (e.g. sign language, Wampum belts)
- Education (e.g. learn from elders)
- Government (e.g. Haudenosaunee/Five Nations)
- Belief System (reverence/connection to nature, Great Spirit, Mother Earth)

Characteristics of the Plains Region:

- Food sources (e.g. buffalo, corn)
- Types of Homes (e.g. tipi)
- Clothing (e.g. buffalo skin)
- Recreation (e.g. games to build skills)
- Transportation (e.g. horses, parfleche)
- Communication (e.g. buffalo skin drawings)
- Education (e.g. Vision quest)
- Government (e.g. tribal structure)
- Belief System (e.g. reverence/connection to nature, Great Spirit, Mother Earth)

ESSENTIAL SKILLS- Students will be skilled at...

- Locating major landforms and bodies of water on a map.
- Comparing and contrasting environmental characteristics regions of the United States.
- Researching early Native American regions.

- Documenting how communities meet their fundamental needs.
- Comparing and contrasting different Native American communities.

- Pioneers relocated because their fundamental needs were not being met.
- People try to improve their community over time.
- There are gains and risks when establishing a new life.

UNIT THREE

ESSENTIAL QUESTION:

- Why move west?

SUPPORTING QUESTIONS

- How did Pioneer communities meet their fundamental needs?
- What did Pioneer communities need to thrive?
- What happens when the environment changes?

TRANSFER GOAL

Students will be able to independently use their learning to evaluate the gains and risks of new opportunities.

UNDERSTANDINGS- Students will understand...

KEY KNOWLEDGE- Students will know...

- The definitions of key terms (goods, services, money, currency, trade).
- Types of goods, services and currency.
- Characteristics of a rural, urban and suburban community as related to goods and services they typically produce.
- Characteristics of different currency/exchange/bartering systems.

ESSENTIAL SKILLS- Students will be skilled at...

- Distinguishing between a good and a service.
- Exchanging money for goods and services.
- Producing/providing needed goods and services.
- Recognizing a need for a good or service.
- Explaining how everyday living is enhanced or limited by the resources in one's community.
- Comparing and contrasting the implementation of goods and services in different communities.
- Identifying the goods and services their local community can and cannot provide.

FINE ARTS

LEARNING OUTCOMES

In grades K-8, the fine arts curriculum will provide learning experiences so that students:

- Understand the elements and qualities of a work of art and how they interact while developing skills as an audience.
- Experience a variety of processes and tools to create in arts media.
- Use appropriate critical skills to evaluate elements in works of art and use appropriate skills, tools, and materials to present ideas and feelings in performance.
- Demonstrate awareness of the differences in artistic styles of different periods of history and the connections between history and culture.

GRADE 3 EXPERIENCES

ART

Art is an essential part of a child's education. The Winnetka Public School Art education program's mission is to provide students with a nurturing environment essential to becoming lifelong creative and critical thinkers. Art studio time develops the whole child creatively, intellectually, socially and emotionally. Through studying past and present artists and practices, students learn to create, observe, discuss, interpret and analyze works at hand.

CONTENT

Our visual arts curriculum strives to develop art content that is appropriate to each grade level and reflects the child's individual interests. It must also reinforce that being taught by the classroom teacher.

Title: 2D/Drawing

Level: Grade 3

Art

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Observational Analysis</i> <i>Creating & Making</i> <i>Critical Thinking, Reflection, Intention</i> <i>Art History & Society</i></p>	<p>How does one create the illusion of space on a two-dimensional surface? How does one create visual texture on a two-dimensional surface? How do different media, processes and techniques affect expression?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: Foreground, Middleground, Background. K2: Value Scale. K3: Art historical references.</p>	<p>U1: Artists can use many techniques for creating the illusion of space and depth, and texture.</p>	<p>D1: Draw to create the illusion of depth using foreground, middleground, and background. D2: Draw using a range of value, blending, and shading. D3: Identify art historical references.</p>	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines

Title: 3D

Level: Grade 3

Art

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Observational Analysis</i> <i>Creating & Making</i> <i>Critical Thinking, Reflection,</i> <i>Intention</i> <i>Art History & Society</i></p>	<p>How does art teach us about the past?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: Static vs. kinetic 3D art. K2: How symbols are used in 3D works of art. K3: Art historical & cultural references.</p>	<p>U1: 3D works of art can tell/teach us about past and present cultures.</p>	<p>D1: Create a 3D work of art that reflects the understanding of another culture.</p>	

National Content Standard (K-4) #1: Understanding and applying media, techniques, and processes.

National Content Standard (K-4) #2: Using knowledge of structures and functions.

National Content Standard (K-4) #3: Choosing and evaluating a range of subject matter, symbols, and ideas.

National Content Standard (K-4) #4: Understanding the visual arts in relation to history and cultures.

National Content Standard (K-4) #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.

National Content Standard (K-4) #6: Making connections between visual arts and other disciplines

MUSIC

Students will acquire a lifelong interest in and appreciation of music through active exploration, engagement, and reflection.

Title: Composing/Creating Level: Grade 3 General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Creating and Sharing Fundamental Skills Listening and Observing</i></p>	<p>How does composition allow us to express ourselves? Is there only one correct way to compose? How do famous composers write their works? How is what they do similar to what I do in class?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: An increasing number of musical choices need to be made when composing alone and in groups. K2: More advanced means of notation. K3: Form in composition may include: -Verse, Refrain -Theme & Variation -First & Second Ending K4: Terms: -Texture -Tempo -Dynamics -Tonality</p>	<p>U1: Compositions can be organized in an increasingly diverse amount of ways. U2: Instruments in our compositions do not all have to play the same musical line but may be layered in different ways. U3: Composition can express ideas and feelings.</p>	<p>D1: Compose larger pieces and improvise more complex rhythmic and melodic accompaniments alone and in groups. D2: Show and share compositions with others by notating, as best they can, their compositions. D3: Compose pieces that contain more than one musical line. D4: Continue to use and apply an increasing number of skills learned in rhythm, form, and melody in compositions. D5: Reflect on peers' improvisations and compositions.</p>	

National Standard 3: Improvising melodies, variations, and accompaniments

National Standard 4: Composing and arranging music within specified guidelines

National Standard 7: Evaluating music and music performances

National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts

Title: Listening**Level: Grade 3****General Music**

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Music and Culture</i> <i>Listening and Observing</i> <i>Creating and Sharing</i> <i>Fundamental Skills</i></p>	<p>How can elements of music affect how you are feeling? What is the relationship between written words and elements of music in a composition?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: The unique sounds that individual instruments make. K2: There are a variety of common forms used in compositions (i.e., AB, ABA, ABC, verse/refrain, rondo). K3: Terms: - Melody - Harmony - Rhythm - Form - Dynamics - Tempo - Timbre</p>	<p>U1: Each composer has a unique strategy in choosing instruments for a piece of music. U2: Composers use a variety of formulas to organize music. U3: There is a connection between music, culture and history.</p>	<p>D1: Describe an expanded array of instruments heard in a piece of music individually or simultaneously. D2: Identify the musical form of a piece. D3: Demonstrate an understanding of musical form when singing, playing and listening. D4: Describe in musical terms the elements of music being heard. D5: Listen to music from different cultures and time periods.</p>	

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 6: Listening to, analyzing, and describing music

National Standard 9: Understanding music in relation to history and culture

Title: Playing

Level: Grade 3

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
<i>Fundamental Skills</i> <i>Creating and Sharing</i> <i>Listening and Observing</i>	How does musical knowledge impact playing an instrument? Why do some instruments sound better together? Is it easier to improvise with some scales than with others?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
K1: Instrumental accompaniments may include introductions, ostinatos, and more complicated patterns. K2: The timbre of most classroom instruments. K3: Major, minor and pentatonic scales can be used to improvise melodies.	U1: A knowledge of musical elements increases the ease by which one can play an instrument. U2: The choice of instruments affects the overall expressive qualities of an accompaniment.	D1: Play more difficult accompaniments on melody and rhythm instruments. D2: Identify the timbre of most classroom instruments. D3: Develop awareness of scale structures by experimenting on melody instruments. D4: Play rhythmic and melodic patterns by notation and letter name. D5: Create ostinatos, accompaniments, improvisations and simple compositions using melody and rhythm instruments.

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 3: Improvising melodies, variations, and accompaniments

Title: Reading

Level: Grade 3

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
<p><i>Fundamental Skills Creating and Sharing</i></p>	<p>How can a performer preserve the intentions of the composer? What is the purpose of learning to read musical notation?</p>	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<p>K1: Traditional rhythmic notation and rhythmic syllables: -Quarter note/rest (ta) -Eighth notes (ti-ti) -Sixteenth notes (ti-ki-ti-ki) -Half and dotted half notes (ta-a) -Whole note (ta-a-a-a)</p> <p>K2: Musical notes on a score are read from left to right and can move up and down.</p> <p>K3: A more varied repertoire of basic dynamic markings and directional symbols (i.e., <i>mf</i>, <i>mp</i>, <i>crescendo</i>, <i>decrescendo</i>, <i>2/4</i>, <i>3/4</i>).</p> <p>K4: A staff is a means of organizing notes and has 5 lines and 4 spaces.</p>	<p>U1: Note values are organized into precise metrical structures.</p> <p>U2: Melodies have contour, which can be represented by musical notation on a staff.</p> <p>U3: Composers are specific about how they notate compositions so that their ideas can be preserved for future use.</p>	<p>D1: Move to, clap and perform a varied repertoire of rhythms (i.e., quarter, eighth, sixteenth, half, and whole notes).</p> <p>D2: Continue to move to, identify, and compose music that is organized in groups of two or three.</p> <p>D3: Perform a song with multiple verses by following the sings and symbols found in a score.</p> <p>D4: Identify whether notes on a staff are on a line or a space and perform simple melodic patterns on a staff.</p>

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

Title: Singing

Level: Grade 3

General Music

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
Music and Culture Creating and Sharing Fundamental Skills Listening and Observing	How does a singer know if he or she is singing properly? How does one construct a melody? Why do people sing and how does it reflect who they are?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
K1: Good singing habits now include: -Enunciation -Posture -Breath support -Connecting facial expressions with music K2: The following ways of singing: -Round -Ostinato K3: How to identify pitches by syllable and/or number. K4: A repertoire of pioneer folk songs.	U1: Good physical practice impacts and can improve the quality of singing. U2: Songs are a creative expression of cultures and people of both past and present. U3: Songs can be sung in ways that begin to create beginning harmony. U4: The notes we sing can be identified and are organized into melodies.	D1: Demonstrate and identify an expanded number of good singing habits. D2: Sing rounds and songs that include ostinatos. D3: Develop and continue to sing and listen to a repertoire of songs from diverse styles and cultures. D4: Sing and identify melodic patterns by syllables and/or numbers. D5: Sing a variety of songs from the pioneer culture.

National Standard 1: Singing, alone and with others, a varied repertoire of music

National Standard 5: Reading and notating music

National Standard 9: Understanding music in relation to history and culture

STRINGS PROGRAM

The Elementary Strings program is based on the Suzuki Method (Suzuki in the Schools) while incorporating some traditional methods, through a step-by-step repertoire sequence, enhanced by recordings. Students learn in a positive, supportive environment to achieve musical success. Students may select to play violin, viola, or cello at any point during grades 1, 2, 3, or 4. The curriculum is differentiated according to a student's readiness, age, and instrument.

Students participate in one 30-minute small group lesson a week. Parent attendance is strongly recommended for lessons. Students also participate in a one-hour, large group lesson during lunch on a bi-monthly schedule.

Title: Instrument Skills

Level: 3rd Year Student

Elementary Strings

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>		
<p><i>Music/Culture</i> <i>Fundamental Skills</i> <i>Creating and Sharing</i> <i>Listening/Observing</i></p> <p><i>Note Reading</i> <i>More advanced repertoire</i> <i>More Advanced hand position, fingering and bowing</i> <i>Emerging leadership skills</i></p>	<p>Why do I have to learn to read notes? Why can't I just continue to play by ear? Why do I have to follow printed bowings? How do different hand positions affect the sound? Why is intonation important to sound production? How does watching the leader and listening help us play together? What does it mean to be a leader within the large group setting? Why is it important for me to be a leader? Why is practicing important?</p>		
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...	
<p>K1: Notes and rest types: whole, dotted half, half, dotted quarter, quarter, eighth, sixteenth. K2: Note names on the staff and corresponding finger placement. K3: Steady beat and correct rhythms. K4: Advanced hand positioning: 2nd position for cello, differing finger placement for others. K5: Advanced bowing: Articulations (staccato, legato, slur, tie) and Direction (down up, hooked). K6: More musicality (responding to markings in music). K7: Importance of being a leader. K8: Established practice routine.</p>	<p>U1: Bowings influence the style and sound of the music. U2: Steady beat and rhythm are integral to playing music correctly. U3: Introduction to more advanced bowings. U4: Practicing one's assignment is essential to skill development and growth.</p>	<p>D1: Demonstrate correct placement of instrument. D2: Play with both hands in the correct position. D3: Demonstrate correct placement of bow on the instrument. D4: Demonstrate knowledge of notation by correct finger placement. D5: Demonstrate knowledge of more advanced rhythms, bowings and fingerings. D6: Demonstrate knowledge of basic musicality. D7: Continue to demonstrate leadership skills in group/ensemble class. D8: Show progress on weekly assignments.</p>	

- National Standard 1: Singing and playing alone and with others, a varied repertoire of music
- National Standard 2: Performing on instruments, alone and with others, a varied repertoire of music
- National Standard 3: Improvising melodies, variations, and accompaniments
- National Standard 4: Composing and arranging music within specified guidelines
- National Standard 5: Reading and notating music
- National Standard 6: Listening to, analyzing, and describing
- National Standard 7: Evaluating music and music performances
- National Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts
- National Standard 9: Understanding music in relation to history and culture

KINETIC WELLNESS

The mission of the Winnetka Kinetic Wellness department is to maintain a program that fosters growth of the whole child in the physical, cognitive, and social and emotional domains by exposing our students to a wide variety of health, sport, fitness and team-building concepts to instill a love for life-long activity, fitness, and recreation.

Kinetic Wellness Department Beliefs

Health and Wellness

It is important for students to...

- Understand the components of physical fitness: cardiovascular, muscular strength, muscular endurance, and flexibility
- Reflect on their own personal fitness levels
- Develop an understanding of lifetime fitness concepts

Physical Development

It is important for students to...

- Explore a variety of Kinetic Wellness strands through teamwork, communication, and cooperation
- Engage in age-appropriate skill development that challenges students to progress from grades K-8
- Allow students the opportunity for play

Community and Civic Responsibility

It is important for students to...

- Present themselves as responsible members of the community by demonstrating good character and sportsmanship
- Persevere through difficult decisions and reflect effectively on those decisions
- Learn in a safe space through the development of a respectful learning community

Social-Emotional

It is important for students to...

- Build on-going positive relationships through communication, acceptance, and compromise
- Identify positive choices and understand how those choices will strengthen the classroom and themselves
- Recognize taking risks is an opportunity for growth
- Accept challenges with a positive attitude

Students will experience units in the following strands of KW in Grade 3:

- Physical Fitness
- Health and Wellness
- Team Sports
- Individual/Dual Sports
- Dance and Movement

LEADERSHIP DEVELOPMENT & SOCIAL EMOTIONAL LEARNING

Social-emotional learning nurtures children's capacity to become empathetic, accepting, and responsible citizens. Children learn to embrace struggles as opportunities for growth, develop self-awareness, and solve problems. Ultimately, social-emotional learning is the foundation of *all* learning - as emotional well-being is essential to healthy, productive engagement in society.

Belief Statements

Communication

- We believe socially competent children effectively communicate their thoughts and feelings and actively listen to others.

Community

- We believe children deserve an emotionally safe environment for learning.
- We believe socially competent children honor individuals, accept differences, and work collaboratively.
- We believe children have a responsibility to be contributing members of society.

Empathy

- We believe through the cultivation of empathy, we teach acceptance.
- We believe taking the perspective of others encourages respectful interactions.

Self-Management and Awareness

- We believe children can learn to identify, manage, and regulate their emotions.
- We believe that children who are aware of their choices understand how those choices can affect others.
- We believe reflection helps children develop an awareness of their personal strengths and weaknesses.

Relationships

- We believe that relationship building is an ongoing developmental process.
- We believe children develop relationships through the capacity to compromise, be flexible, and resolve conflicts.

Resiliency

- We believe resilient children are willing to take risks.
- We believe resilient children embrace challenges, persevere, and view mistakes as powerful opportunities for growth.

RESOURCE CENTER

The Resource Center strives to provide information online and through print resources to staff and students. Classes visit the Resource Center beginning in kindergarten through fourth grade once a week for an hour. Students are taught throughout the year how to navigate the library and select fiction and nonfiction books using our App *Researcher*. All students enjoy being read to, and the library staff is always sharing the latest books and series each month. The Resource Center also participates in the Illinois State Monarch and Bluestem book awards each year.

In addition to offering a rich library environment, students are introduced and taught a variety of technology skills using various devices. Students learn new Apps, software programs and educational online references to supplement all curricular areas. Keyboarding is introduced in first and second grades, and more intensive keyboarding lessons are taught to third and fourth graders three times a year.

The MakerSpace provides S.T.E.A.M. (Science, Technology, Engineering, Arts, and Math) hands-on activities throughout the year. The MakerSpace fosters creativity, imagination, tinkering, exploration and problem solving.

WORLD LANGUAGE

VISION AND BELIEFS

The vision of the World Language program is to empower students to acquire language to communicate, understand, learn, create, and cooperate with others. In order to understand people and cultures and foster democratic participation both locally and globally, students must have the opportunity to develop language and cultural skills in other languages. By enhancing critical thinking skills, language acquisition also fosters greater awareness and sensitivity, preparing and encouraging citizens to participate in a globally interconnected 21st Century.

GOALS

Winnetka World Language students will...

- Acquire language by participating in a well-articulated 1st-8th grade World Language Program.
- Cultivate the language skills, vocabulary and grammar needed for functional language proficiency.
- Gain confidence in the target language by interacting in oral and written contexts beginning in first grade
- Use the target language in classroom communication.
- Develop and nurture a lifelong interest in language learning and cultural exploration.
- Understand the diversity and commonality among cultures of the world and appreciate the values and beliefs of all people.

Title: My House

Level:3rd Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions:</u> <i>questions that promote inquiry...</i>	
Communication Comparisons	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<ol style="list-style-type: none">1. Household items.2. Days of the week.3. Verbs & verb phrases: Llega, prende,apaga, duerme, se despierta, otra vez.4. Expressions: ¡Qué ruido!	U1. In order to acquire language I need to actively engage in class. U2. Reading comprehensible texts support language acquisition. U3. Languages do not translate literally. U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning. U6. Careful listening helps me replicate sounds U7. Good readers look for words they know, and exploit pictures and context clues. U8. Gestures and word associations help me remember Spanish.	<ol style="list-style-type: none">1. Identify days on the calendar.2. What happens on a particular day.3. Tell when and how they arrive somewhere.4. Understand/dramatize a simple mini-story.5. Respond to comprehension questions.6. Respond to questions about their household.7. Draw a picture to show story comprehension.

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 4.1, 4.2

Title: Around the House

Level: 3rd Grade

World Language: Spanish

Big Ideas	Essential Questions: <i>questions that promote inquiry...</i>	
Communication Cultures Comparisons	Can you understand what I am saying and can you show me? What behaviors support acquiring another language?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
<ol style="list-style-type: none"> 1. Basic house vocabulary. 2. Verb and verb phrases: <i>está sucio/a, busca, puede.</i> 3. Expressions: <i>¡Qué lío!</i> 	<ol style="list-style-type: none"> U1. In order to acquire language I need to actively engage in class. U2. Reading comprehensible texts support language acquisition. U3. Languages do not translate literally. U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning. U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning. U6. Careful listening helps me replicate sounds. U7. Good readers look for words they know, and exploit pictures and context clues. U8. Gestures and word associations help me remember Spanish. 	<ol style="list-style-type: none"> 1. Understand/dramatize a simple mini-story. 2. Respond to comprehension questions. 3. Draw a picture reflecting story comprehension.

ALIGNMENT TO STANDARDS: 1.1, 1.2, 1.3, 2.1, 2.2, 4.1, 4.2

Title: Brandon Brown quiere un perro

Level: 3rd Grade

World Language: Spanish

<u>Big Ideas</u>	<u>Essential Questions: questions that promote inquiry...</u>	
Comparisons Communication Connections	How do I understand a text when I don't know every word? What do stories in different languages have in common?	
Students will Know ...	Students will Understand that...	Students will demonstrate the ability to Do the following...
K1. Verbs: regresa, recoge, hace, tiene vergüenza, salir, pusó, tenía razón, siento, salvar, cumplir	U1. In order to acquire language I need to actively engage in class. U2. Reading comprehensible texts support language acquisition. U3. Languages do not translate literally. U4. Cognates are words that are spelled alike or sound alike in English and Spanish and have a similar meaning. U5. False cognates are words that are spelled or sound alike in English and Spanish but have a different meaning. U6. Careful listening helps me replicate sounds. U7. Good readers look for words they know, and exploit pictures and context clues. U8. Gestures and word associations help me remember Spanish.	D1. Dramatize and illustrate parts of story. D2. Read and comprehend independently. D3. Respond to comprehension questions.

ADDITIONAL PROGRAMS

AFTER SCHOOL SPORTS

This program is offered to 3rd and 4th grade students. It is an optional fee-based program coordinated by KW instructors. It meets once a week from 3:15 – 4:00pm. It is a non-competitive program for students to enjoy physical activity and games together with adult supervision either in the gym or the playground.