

Urbana School District #116
THIRD GRADE CORE EXPECTATIONS

LANGUAGE ARTS

Illinois State Goal 1: Read with understanding and fluency.

State Standard	District Core Expectations
1A: Apply word analysis and vocabulary skills to comprehend selections.	<ul style="list-style-type: none"> • Use context clues (known words, phrases, structures, story context) to read unknown words • Use what he/she knows about syllables and word structures (prefixes, suffixes, root words) to read unknown words • Know the meaning of common prefixes, suffixes, and root words.
1B: Apply reading strategies to improve understanding and fluency.	<ul style="list-style-type: none"> • Read grade-level sight words • Read aloud grade-level text fluently and accurately • Identify the purpose for reading (gather information, follow directions, be entertained) • Preview text to predict what will be read • Check for understanding and clarify meaning while reading • Set and monitor own goals for reading
1C: Comprehend a broad range of reading materials.	<ul style="list-style-type: none"> • Answer literal, inferential, and evaluative questions about a text • Tell the author's purpose for writing fiction or nonfiction (inform, persuade, entertain) • Tell the main idea of a selection • Identify important themes and topics • Tell the difference between fact and opinion • Use information in tables, charts, maps, and pictures to help understand what is read • Make connections from text-self, text-text, and text-world • Follow three-step written instructions and tell if a set of instructions or procedures is complete

Illinois State Goal 2: Read and understand literature representative of various societies, eras and idea.

State Standard	District Core Expectations
2A: Understand how literary elements and techniques are used to convey meaning.	<ul style="list-style-type: none"> • Identify the speaker, narrator, and different points of view • Tell the author's purpose, message and main idea • Describe, compare and answer questions about characters, settings, plots, problem/solution, main ideas and events • Tell why a character did something • Explain outcomes of a story using problem/conflict and resolution
2B: Read and interpret a variety of literary works	<ul style="list-style-type: none"> • Identify the following forms and genres: story, poem, fairytale, folktale, fable, nonfiction, and essay • Compare different works by the same author • Tell ways fiction and nonfiction are different • Compare stories to personal experience, prior knowledge or other stories

Illinois State Goal 3: Write to communicate for a variety of purposes.

State Standard	District Core Expectations
3A: Use correct grammar, spelling, punctuation, capitalization and structure.	<ul style="list-style-type: none"> • Use correct grammar, capitalization and punctuation in own writing • Correctly spell previously studied words and apply spelling patterns in own writing • Spell high-frequency words correctly • Use the grade-level editing checklist to edit own writing • Write legibly in cursive and manuscript
3B: Compose well-organized and coherent writing for specific purposes and audiences.	<ul style="list-style-type: none"> • Use pre-writing strategies to develop ideas and plan work • Create a 3-4 paragraph essay with topic (focus) sentences, supporting facts and details, and concluding sentences • Revise own writing for specific writing traits (e.g. ideas, organization, word choice, sentence fluency, voice and conventions) using scoring rubric with help
3C: Communicate ideas in writing to accomplish a variety of purposes.	<ul style="list-style-type: none"> • Write narratives, stories, poems, songs, reports, directions and instructions, opinions, responses to literary text, and journals which meet the criteria for each form • Select a publishing form and produce a completed writing project to share with others, using technology as needed

Illinois State Goal 4: Listen and speak effectively in a variety of situations.

State Standard	District Core Expectations
4A: Listen effectively in formal and informal situations	<ul style="list-style-type: none"> • Listen with understanding and respond to directions, conversations, and discussions • Use basic listen strategies (make eye contact, face the speaker, retell the information) • Listen for a specific purpose (retell, follow directions, gather information, etc.)
4B: Speak effectively using language appropriate to the situation and audience.	<ul style="list-style-type: none"> • Know how audiences and speakers affect each other • Speak for different purposes (describe, report, explain, persuade, give directions, share information, present ideas, question) • Contribute relevant, appropriate information to conversations and discussions • Focus and share appropriate information on a single topic

Illinois State Goal 5: Use the language arts to acquire, assess and communicate information.

State Standard	District Core Expectations
5A: Locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.	<ul style="list-style-type: none"> • Use text features (title, table of contents, chapter headings, illustrations, captions, glossaries, indices) to gather information • Alphabetize to the third letter • Match a dictionary definition to a word in context • Identify words between guide words in dictionary: second letters different and at least 5 letters apart
5B: Analyze and evaluate information acquired from various sources.	<ul style="list-style-type: none"> • Create, use, and interpret graphic organizers to make meaning • Distinguish between fact/opinion and effect/cause • Summarize major points from fiction and nonfiction texts • Distinguish between relevant and irrelevant information • Select and organize appropriate resources to support a research topic (encyclopedias, periodicals, videos, interviews, software, etc.)
5C: Apply acquired information, concepts, and ideas to communicate in a variety of formats.	<ul style="list-style-type: none"> • List title, author, and type of resource used in research • Use a variety of reference materials to gather information (e.g., encyclopedia, periodicals, videos, interviews, available technology) • Organize and share information in oral, written, and multi-media forms

MATHEMATICS

Illinois State Goal 6: Demonstrate and apply a knowledge and sense of numbers, including numeration and operations (addition, subtraction, multiplication, division), patterns, ratios and proportions.

State Standard	District Core Expectations
6A: Demonstrate knowledge and use of numbers and their representations in a broad range of theoretical and practical settings.	<ul style="list-style-type: none"> Identify and write numbers up to 100,000 Know place values up to 100,000 Order and compare numbers up to 100,000 Describe numbers and their characteristics (e.g., odd/even, factors/multiples) Find whole numbers and $\frac{1}{2}$s on a number line Identify and compare fractions Identify and compare decimals (tenths)
6B: Investigate, represent and solve problems using number facts, operations (addition, subtraction, multiplication, division) and their properties, algorithms and relationships.	<ul style="list-style-type: none"> Add and subtract 3 digit numbers with and without regrouping Know multiplication and division facts through 12 Multiply and divide (up to 2 digit dividends) Use the relationship (fact families) between multiplication and division to solve problems.
6C: Compute and estimate using mental mathematics, paper-and-pencil methods, calculators and computers.	<ul style="list-style-type: none"> Round to the thousands place Solve a problem and write about how it was solved
6D: Solve problems using comparison of quantities, ratios, proportions and percents.	

Illinois State Goal 7: Estimate, make and use measurements of objects, quantities and relationships and determine acceptable levels of accuracy.

State Standard	District Core Expectations
7A: Measure and compare quantities using appropriate units, instruments and methods.	<ul style="list-style-type: none"> Solve problems involving simple elapsed time (e.g., hours, minutes, days) Measure with rulers, scales, containers, and thermometers Solve perimeter, area, and volume problems
7B: Estimate measurements and determine acceptable levels of accuracy.	
7C: Select and use appropriate technology, instruments and formulas to solve problems, interpret results and communicate findings.	<ul style="list-style-type: none"> Know measurement equivalences (for example: feet/ yards, ounces/ pounds, minutes/hour) Convert measurements

Illinois State Goal 8: Use algebraic and analytical methods to identify and describe patterns and relationships in data, solve problems, and predict results.

State Standard	District Core Expectations
8A: Describe numerical relationships using variables and patterns.	<ul style="list-style-type: none"> Find a missing number in a pattern
8B: Interpret and describe numerical relationships using tables, graphs and symbols.	<ul style="list-style-type: none"> Describe a pattern from a table of numbers
8C: Solve problems using systems of numbers and their properties.	<ul style="list-style-type: none"> Write a number sentence to describe a situation
8D: Use algebraic concepts and procedures to represent and solve problems.	<ul style="list-style-type: none"> Solve word problems with missing numbers (addition, subtraction, multiplication, division)

Illinois State Goal 9: Use geometric methods to analyze, categorize and draw conclusions about points, lines, planes and space.

State Standard	District Core Expectations
9A: Demonstrate and apply geometric concepts involving points, lines, planes, and spaces.	<ul style="list-style-type: none"> Describe and classify 2D shapes according to their characteristics (sides, angles, lines) Describe and classify 3D figures according to their characteristics (face, vertex, edge) Plot points on a grid Identify multiple lines of symmetry Describe paths of movement (slide, flip, turn) Identify lines, segments, rays, and parallel lines
9B: Identify, describe, classify and compare relationships using points, lines, planes, and solids.	<ul style="list-style-type: none"> Predict what happens when you put shapes together (composing) and take them apart (decomposing) Know the distance between two points on the number line
9C: Construct convincing arguments and proofs to solve problems.	NA
9D: Use trigonometric ratios and circular functions to solve problems	NA

Illinois State Goal 10: Collect, organize and analyze data using statistical methods; predict results; and interpret uncertainty using concepts of probability.

State Standard	District Core Expectations
10A: Organize, describe and make predictions from existing data.	<ul style="list-style-type: none"> Complete missing parts of a pictograph, bar graph, tally chart or table for a given set of data.
10B: Formulate questions, design data collection methods, gather and analyze data and communicate findings.	<ul style="list-style-type: none"> Find the mode for a set of numbers
10C: Determine, describe and apply the probabilities of events.	<ul style="list-style-type: none"> Describe probability using numbers, like 3 out of 4

SCIENCE

Illinois State Goal 11: Understand the processes of scientific inquiry and technological design to investigate questions, conduct experiments and solve problems.

State Standard	District Core Expectations
11A: Know and apply the concepts, principles, and processes of scientific inquiry.	<ul style="list-style-type: none">• Define the term "scientific process"• Use the scientific process to ask questions, create an experiment and solve problems• Make predictions which are based on observations rather than random guessing
11B: Know and apply the concepts, principles and processes of technological design.	<ul style="list-style-type: none">• Describe ways in which people use technology in their everyday lives

Illinois State Goal 12: Understand the fundamental concepts, principles and interconnections of the life, physical and earth/space sciences.

State Standard	District Core Expectations
12A: Know and apply concepts that explain how living things function, adapt and change.	<ul style="list-style-type: none">• Describe the life cycles of plants and animals• Identify stages in the life cycles of plants and animals• Identify factors that affect plant and animal growth and reproduction
12B: Know and apply concepts that describe how living things interact with each other and with their environment.	<ul style="list-style-type: none">• Describe the different biomes found on Earth• Identify plants and animals found in specific biomes• Identify adaptations that give living things the ability to survive in its biome• Describe how a living thing interacts with its environment
12C: Know and apply concepts that describe properties of matter and energy and the interactions between them.	<ul style="list-style-type: none">• Name the properties of solids, gases, liquids, and plasma• Understand that water has freezing and boiling points• Identify sources of various energy types: including mechanical, heat, light, sound, and electrical
12D: Know and apply concepts that describe force and motion and the principles that explain them.	<ul style="list-style-type: none">• Tell how sound waves are produced by vibrating objects• Show that different vibrating objects produce different sounds
12E: Know and apply concepts that describe the features and processes of the Earth and its resources.	<ul style="list-style-type: none">• Describe the difference between renewable and non-renewable resources• List possible causes of air and water pollution

<p>12F: Know and apply concepts that explain the composition and structure of the universe and Earth's place in it.</p>	<ul style="list-style-type: none"> • Define the word "planet" • State the order of the planets' position in the solar system • Describe the relationship between the Earth and its the moon • List the similarities and differences among the Earth, moon, sun, and stars • Explain how to find the north star in the night sky • Explain why stars and the moon appear to move at the earth rotates • Describe what happens as the earth rotates and as it revolves around the sun • Name several types of stars
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Illinois State Goal 13: Understand the relationships among science, technology and society in historical and contemporary contexts.

State Standard	District Core Expectations
<p>13A: Know and apply the accepted practices of science.</p>	<ul style="list-style-type: none"> • Select and use tools and equipment to gather data • Use scientific data to make reasonable explanations • Describe why accuracy and detail are important when recording data • Create charts, graphs and pictures from scientific data
<p>13B: Know and apply concepts that describe the interaction between science, technology and society.</p>	<ul style="list-style-type: none"> • Describe ways in which science and technology affect people's everyday lives

SOCIAL SCIENCES

Illinois State Goal 14: Understand political systems, with an emphasis on the United States.

State Standard	District Core Expectations
14A: Understand and explain basic principles of the United States government.	<ul style="list-style-type: none"> • Explain why America is divided into states. • Describe levels of government (national, state, and local) and when each is used.
14B: Understand the structures and functions of the political systems of Illinois, the United States, and other nations.	<ul style="list-style-type: none"> • Describe how governments can influence how history is perceived and recorded
14C: Understand election processes and responsibilities of citizens.	NA
14D: Understand the roles and influences of individuals and interest groups in the political systems of Illinois, the United States and other nations.	<ul style="list-style-type: none"> • Describe some of the different types of governments around the world.
14E: Understand United States foreign policy as it relates to other nations and international issues.	<ul style="list-style-type: none"> • Describe some of the different types of governments around the world.
14F: Understand the development of United States political ideas and traditions.	NA

Illinois State Goal 15: Understand economic systems, with an emphasis on the United States.

State Standard	District Core Expectations
15A: Understand how different economic systems operate in the exchange, production, distribution and consumption of goods and services.	<ul style="list-style-type: none"> • Describe how maps can be used to understand and illustrate economic issues. • Explain how the geography of a region affects its economy. • Locate major shipping and manufacturing areas. • Identify and locate natural resources on the map and compare them to cities. • Explain the relationship between population density and landforms, natural resources and climate.
15B: Understand that scarcity necessitates choices by consumers.	NA
15C: Understand that scarcity necessitates choices by producers.	NA
15D: Understand trade as an exchange of goods or services,	<ul style="list-style-type: none"> • Explain the historical significance of trade, barter, and the advent of money. •
15E: Understand the impact of government policies and decisions on production and consumption in the economy.	<ul style="list-style-type: none"> • Explain what makes a country "third world" • Explain the trade relationships of countries.

Illinois State Goal 16: Understand events, trends, individuals and movements shaping the history of Illinois, the United States and other nations.

State Standard	District Core Expectations
16A: Apply the skills of historical analysis and interpretation	<ul style="list-style-type: none"> Describe how to use a primary source to interpret and understand history. Explain the difficulties, failures, and problems of primary sources. Explain the difficulties, failures, and problems of traditional texts.
16B: Understand the development of significant political events.	NA
16C: Understand the development of economic systems.	<ul style="list-style-type: none"> Describe the type of geography that has been typical of beginning civilizations and explain that relationship.
16D: Understand Illinois, United States and world social history.	<ul style="list-style-type: none"> Describe the first people that lived in the United States. Describe where the settlers landed and colonized.
16E: Understand Illinois, United States and world environmental history.	<ul style="list-style-type: none"> Understand the interconnection between the people and the land. Understand the decisions of people are often based on what the land has to offer. Explain how the concept of geography has changed over time.

Illinois State Goal 17: Understand world geography and the effects of geography on society, with an emphasis on the United States.

State Standard	District Core Expectations
17A: Locate, describe and explain places, regions and features on the Earth.	<ul style="list-style-type: none"> Describe the continents, oceans, and poles. Use and understand a variety of maps. Explain the difference between continents and countries.
17B: Analyze and explain characteristics and interactions of the Earth's physical systems.	<ul style="list-style-type: none"> Review landforms, study maps, and learn about time zones.
17C: Understand relationships between geographic factors and society.	<ul style="list-style-type: none"> Describe how geographical features can shape political boundaries. Understand the interconnection between the people and the land. Understand the decisions of people are often based on what the land has to offer.
17D: Understand the historical significance of geography.	<ul style="list-style-type: none"> Explain how history and geography are interrelated. Explain how the concept of geography has changed over time.

Illinois State Goal 18: Understand social systems, with an emphasis on the United States.

State Standard	District Core Expectations
18A: Compare characteristics of culture as reflected in language, literature, the arts, traditions and institutions.	NA
18B: Understand the roles and interactions of individuals and groups in society.	<ul style="list-style-type: none"> Describe the first people that lived in the United States.
18C: Understand how social systems form and develop over time.	NA

PHYSICAL DEVELOPMENT AND HEALTH

Illinois State Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

State Standard	District Core Expectations
19A: Demonstrate physical competency in individual and team sports, creative movement, leisure and work related activities	<ul style="list-style-type: none"> • Demonstrate control when moving in general and self-space • Combine basic locomotor and non-locomotor patterns in movement sequences. • Identify simple body cues involved in weight transfer and balance. (e.g., lower center of gravity, compensation movement, shift, lean, change direction) • Manipulate an object to change direction and/or distance • Use correct form executing selected manipulative skills • Define offense and defense in activities, games, or sports
19B: Analyze various movement concepts and applications	NA
19C: Demonstrate knowledge of the rules, safety, and strategies during physical activity	<ul style="list-style-type: none"> • Define the components of good sportsmanship • Participate in establishing class rules, procedures, and safety practices for specific activities • Apply safe moving practices with some teacher prompts

Illinois State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

State Standard	District Core Expectations
20A: Students who meet the standard know and can apply the principles and components of health related fitness.	<ul style="list-style-type: none"> • Discuss changes that take place in the body before, during, and after physical activity • Explain the concepts of warm up and cool down • Identify activities appropriate for warm up and cool down
20B: Students who meet the standard can assess individual fitness levels.	NA
20C: Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan	<ul style="list-style-type: none"> • Engage in activities that help achieve the target heart rate zone for a specific amount of time • Identify positive and negative behavioral choices and their impact on wellness levels

Illinois State Goal 21: Develop team-building skills by working with others through physical activity

State Standard	District Core Expectations
21A: Students who meet the standard can demonstrate individual responsibility during group physical activities.	<ul style="list-style-type: none"> • Change individual behaviors to work successfully within a group • Discuss the benefits of having rules when participating in physical activity
21B: Students who meet the standard can demonstrate cooperative skills during structured group physical activity	<ul style="list-style-type: none"> • Give examples of ways to settle disagreements. • Discuss the need for officiating during physical activity. • Demonstrate the ability to remain on task when participating in physical activity • Discuss the need for individual and shared goals during structured group physical activity

Illinois State Goal 22: Understand principles of health promotion and the prevention and treatment of illness and injury

State Standard	District Core Expectations
22A: Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety	<ul style="list-style-type: none"> Define the word 'nutrient' and identify the six nutrients found in foods (proteins, carbohydrates, fats, minerals, vitamins, and water) Explain how eating and activity affect growth and development
22B: Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities	<ul style="list-style-type: none"> Explain how good hygiene can prevent illness Simulate personal response to fire situations (stop, drop, and roll, don't open doors with hot door knobs, move on knees) Demonstrate knowledge of safety rules within the school Simulate proper procedures to follow when dealing with a variety of traffic situations List places at home where dangerous chemicals can be found and explain what should be done to make sure that they do not cause injury or illness
22C: Students who meet the standard can explain how the environment can affect health	<ul style="list-style-type: none"> Describe how elements of the environment affect personal health

Illinois State Goal 23: Understand human body systems and factors that influence growth and development

State Standard	District Core Expectations
23A: Students who have met the standard can describe and explain the structure and functions of the human body systems and how they interrelate.	<ul style="list-style-type: none"> Understand the basic components and functions of the musculo-skeletal system (bones, muscles and joints). Understand the basic components and function of the respiratory system Understand the basic components and functions of the circulatory system
23B: Students who meet the standard can explain the effects of health related actions on the body systems.	<ul style="list-style-type: none"> Explain the relationship between fitness and physical activity. Cite ways to build physical activity into daily routines. Identify choices that have a positive or negative influence on health List ways to keep the lungs and heart healthy
23C: Students who meet the standard can describe factors that affect growth and development	<ul style="list-style-type: none"> Describe how emotions affect choices, behaviors, and functions of the body Describe the effects healthy and unhealthy lifestyle choices have on growth and development

Illinois State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills

State Standard	District Core Expectations
24A: Students who meet the standard can demonstrate procedures for communicating in positive ways resolving differences and preventing conflict	<ul style="list-style-type: none"> Define refusal skills Describe a situation in which one would use a refusal skill Identify the consequences of conflict and apply good communication skills to avoid conflict
24B: Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.	<ul style="list-style-type: none"> Explain how unsafe choices negatively affect health Discuss ways to make choices that positively affect health
24C – Demonstrate skills essential to enhancing health and avoiding dangerous situations	<ul style="list-style-type: none"> Describe a situation when you would need assistance. Discover the functions of emergency medical service (911)

FINE ARTS

Illinois State Goal 25: Know the language of the arts.

State Standard	District Core Expectations
25A: Understand the sensory elements, organizational principles, and expressive qualities of the arts.	<ul style="list-style-type: none"> Recognize ways elements and principles are applied specific art works (Dance, Drama, Music, Visual Art) VISUAL ART <ul style="list-style-type: none"> Describe line direction (e.g., horizontal, vertical, diagonal) Identify warm, cool, and neutral colors and 3-D forms Identify positive and negative space Recognize the expressive quality of emotion in visual imagery Distinguish between 2-D and 3-D artwork DANCE, DRAMA, MUSIC (See 26B)
25B: Understand the similarities, distinctions and connections in and among the arts.	<ul style="list-style-type: none"> Compare concepts shared among several art forms

Illinois State Goal 26: Through creating and performing, understand how works of art are produced.

State Standard	District Core Expectations
26A: Understand processes, traditional tools and modern technologies used in the arts.	DANCE <ul style="list-style-type: none"> Apply the tools of body, mind, and sound source in a variety of activities Cooperate with a partner and/or group to create a movement sequence or dance study Discuss basic steps (process) needed to create a dance work including the contributions of design elements DRAMA <ul style="list-style-type: none"> Apply the tools of body, mind, and voice in a variety of activities Cooperate with a partner and/or group to create a scene or play Discuss basic steps (process) needed to create a drama work including the contributions of design elements VISUAL ART <ul style="list-style-type: none"> Discuss basic steps (process) needed to create a dance or drama work including the contributions of design elements Identify tools used in fiber and sculpture arts Use materials and tools safely

<p>26B: Apply skills and knowledge necessary to create and perform in one or more of the arts.</p>	<p>DANCE</p> <ul style="list-style-type: none"> • Create movement as a response to action words, imagery, and sound sources • Use personal and general space appropriately • Apply the concepts of size, level, direction, and relationships in space in a variety of situations • Explore matching movement with music/ sound sources • Identify contrasting movement qualities <p>DRAMA</p> <ul style="list-style-type: none"> • Demonstrate the following skills in dramatic activities: observation, concentration, imagination with increasing independence • Explore a variety of theatre/improvisation activities and create characters in response to action words, imagery, and sound sources • Demonstrate imagined environments and adjust to changes brought about by the introduction of new characters and situations • Explore the development of a character or place from verbal stimulus, costume piece, and/or prop <p>MUSIC</p> <ul style="list-style-type: none"> • Follow and perform written music (rhythms, words, melodic notation, music symbols) • Recognize simple musical forms • Name some occupations related to music and discuss some of the roles of music • Listen to and perform music from a variety of cultures <p>VISUAL ART</p> <ul style="list-style-type: none"> • Create 2-D and 3-D artworks from imagination and observation which express a specific idea • Create art works based on color theories and art works using fiber media and techniques
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Illinois State Goal 27: Understand the role of the arts in civilizations, past and present.

State Standard	District Core Expectations
<p>27A: Analyze how the arts function in history, society and everyday live.</p>	<ul style="list-style-type: none"> • React to art works in a respectful, constructive and supportive manner • Distinguish between inappropriate and appropriate audience behaviors • Demonstrate appropriate audience behaviors related to each art form • Describe ways various artists communicate through the use of their art form
<p>27B: Understand how the arts shape and reflect history, society and everyday life.</p>	<ul style="list-style-type: none"> • Identify some cultural characteristics of various works of art • Describe how the arts inform viewers about people and events in history • Name some significant artists in each art form

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**Urbana School District #116
THIRD GRADE CORE EXPECTATIONS**

TECHNOLOGY

Domain One: Basic Operations and Concepts

Basic Operations and Concepts	Third Grade
<p>A. Demonstrate a sound understanding of the nature and operation of technology systems.</p> <p>B. Are proficient in the use of technology</p>	<ul style="list-style-type: none"> ▪ Independently handle and insert disks and CD-ROMs properly ▪ Save a document to a disk, hard drive and/or server ▪ Explain connectivity to other computers, printers, servers, and the internet ▪ Recognize when the computer is not responsive (e.g., frozen, task beyond ability) and seek help ▪ Use tab key ▪ Begin to know basics of correct keyboarding skills (home row, r/l hand zones, space bar using thumbs) ▪ Use quotation mark key

Domain Two: Social, Ethical and Human Issues

Social, ethical, and human issues	Third Grade
<p>A. Understand the ethical, cultural, and societal issues related to technology</p> <p>B. Practice responsible use of technology systems, information, and software</p> <p>C. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits and productivity</p>	<ul style="list-style-type: none"> ▪ Identify ways technology influences and changes the lives of people in communities ▪ Cite sources according to teacher specified format (see language Arts Curriculum, Goal 5) ▪ Demonstrate respect and privacy for the computer work of others ▪ Acknowledge that the duplication of copyright materials cannot be presented as your own work ▪ Recognize that there is a District #116 Acceptable Use Policy (AUP) ▪ Recognize age-appropriate issues related to the use of technology

Domains Three and Four: Technology productivity and communication tools

Technology productivity and communication tools	Third Grade
<p>A. Use technology tools to enhance learning, increase productivity, and promote creativity</p> <p>B. Use productivity and media tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works</p> <p>C. Use telecommunications and a variety of media and formats to communicate information and ideas effectively with peers, experts, and other audiences.</p>	<ul style="list-style-type: none"> ▪ Use line spacing, paragraph indentation (simple tab) and centering ▪ Format and edit text by highlighting (font, size, style; replace or delete existing text) ▪ Access information using databases (e.g., library online catalog [OPAC], online commerce catalogs) ▪ Define the basic elements of a multimedia presentation (text, sound, pictures, etc.) ▪ Use a digital microscope with teacher guidance ▪ Use mathematical calculators with teacher guidance ▪ Discuss the purposes of communication technologies and when to use each tool (e.g., www, email, newsletter, telephone)

Domain Five: Technology Research Tools

Technology Research Tools	Third Grade
<ul style="list-style-type: none">A. Use technology to locate, evaluate and collect information from a variety of sourcesB. Use technology tools to process data and report resultsC. Evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks	<ul style="list-style-type: none">▪ Use hot links to navigate through a specific site▪ Use an electronic encyclopedia with teacher guidance▪ Identify a basic search strategy▪ Utilize keywords in the research process▪ Identify the web address (URL) of a given site▪ Identify a variety of organized online data sources▪ Locate the date and source of information

Domain Six: Technology problem-solving and decision-making tools

Technology problem-solving and decision-making tools	Third Grade
<ul style="list-style-type: none">A. Use technology resources for solving problems and making informed decisionsB. Employ technology in the development of strategies for solving problems in the real world	<ul style="list-style-type: none">▪ Determine when technology is useful to solve a specific task or problem▪ With teacher guidance, select the appropriate tools and technology resources to address a variety of tasks and problems