

Content and Performance

ART

- COMMUNICATION ARTS
- GUIDANCE
- HEALTH
- LIBRARY MEDIA
- MATHEMATICS
- MUSIC
- PHYSICAL EDUCATION
- SCIENCE
- SOCIAL STUDIES
- TECHNOLOGY

Kirkwood School District

Grade 3

August 2007





**K I R K W O O D
S C H O O L D I S T R I C T**

Deborah S. Holmes, Ph. D.
Assistant Superintendent
Curriculum and Instruction

August 2007

Dear Parent/Guardian,

The mission of the Kirkwood School District, a personalized educational network rich in tradition and energized by future possibilities, is to create environments characterized by a passion for learning, purposeful discovery and expectations of excellence in order to guarantee that each learner achieves personal goals, academic success, and becomes a leader in society.

The objectives of the school district are:

- Each child will achieve personal, measurable goals as stated in his or her ongoing educational plan.
- All students will graduate.
- Each of our students will achieve at the proficient level or greater on the Missouri Achievement Test.

This booklet details the specific learner outcomes for content areas. Using this curriculum, teachers design instruction to meet the needs of students as they move toward mastery of skills, knowledge and processes.

Thank you for your partnership. Thank you also for joining us in the education of our future leaders.

Sincerely,

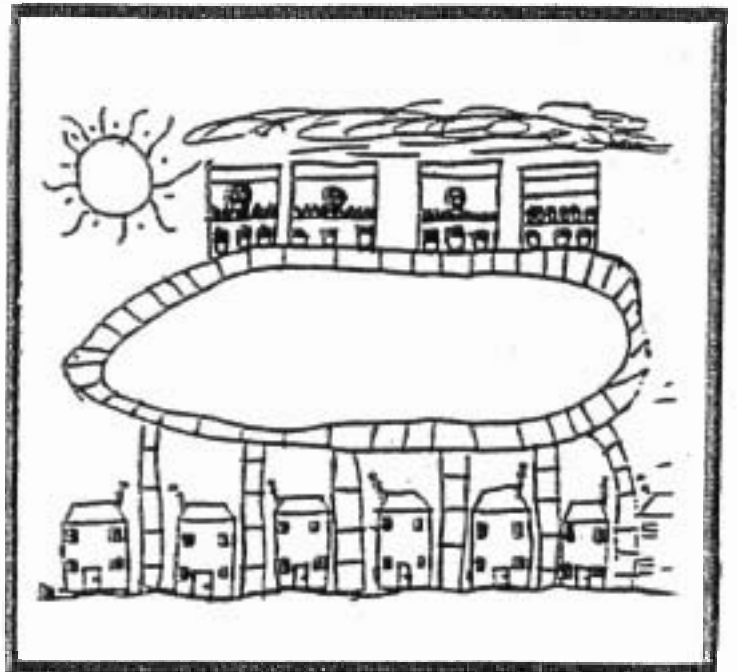
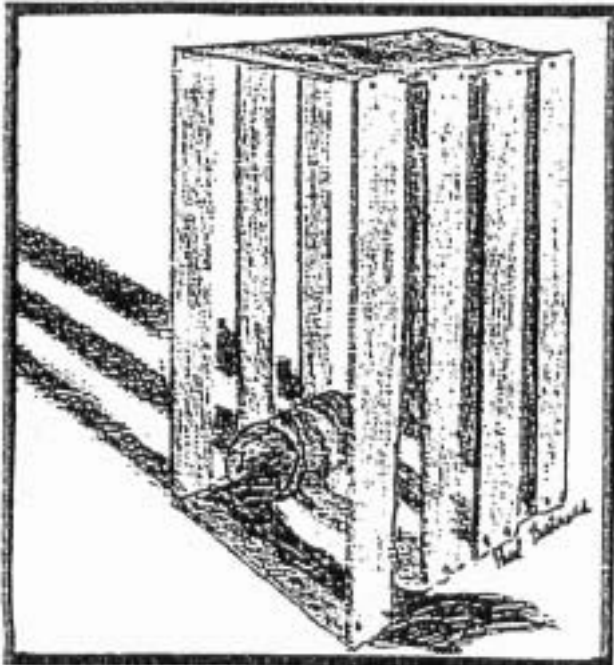
Deborah S. Holmes, Ph.D.
Assistant Superintendent
Curriculum and Instruction

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The Art Curriculum

The mission of the K - 8 Kirkwood Art Department is to guarantee that each student is an explorer by constructing art and problem solving to develop higher level thinking skills which continue personal growth, risk taking and conscientious awareness of other cultures throughout the world and within our own community.

The art program is the study of the elements and principles of art using various methods of creative, expressive and artistic reasoning. The curriculum includes studies in the four art disciplines : **art history, art criticism, art production and aesthetics.**



ELEMENTARY **ART** EDUCATION

The art program strives to assist each child to reach his/her fullest creative potential by providing an environment for artistic *expression* through the study of the elements and principles of art, using a variety of media.

Learning experiences **gained** in art classes are specifically mentioned in the Missouri Show Me Standards **goals 1.1; 1.5; 1.6; 1.7; 1.9; 1.10; 2.3; 2.4; 3.2; 3.6; 3.8; 4.3** and **Kirkwood R-7 Strategic Plan**. The Missouri Standards are built around the belief that the success of Missouri's students depends on both a solid foundation of knowledge and skills to the types of problems and decisions they will likely encounter after **graduation**. The academic standards incorporate and strongly promote the understanding that active, hands-on **learning** will benefit students of all ages.

ART develops the whole child. . .

Intellectually : through problem solving engaging higher level thinking skills with the use of multi-intelligence abilities while incorporating the study of history and culture

Aesthetically : through a study of cultural and historical standards and a development of heightened perception and a critical sense

Socially : through positive interactions within groups which are directed at attaining a common educational goal

Morally : through the investigation of societal issues and problems through the study of artists who have historically portrayed moral and social issues in their work

Physically : through the development of fine and gross motor skills and eye - hand coordination

Emotionally : through the use of art as an instrument for the expression of emotion which encourages active participation while enhancing positive self esteem

Student Expectations for Communication Arts - Grade 3

KIRKWOOD SCHOOL DISTRICT

Dear Parents,

The purpose of this brochure is to introduce you to the communication arts expectations at the 3rd grade level. Our goal is to help students become competent, responsible **readers, writers, and thinkers** who effectively communicate their thoughts and ideas. Students are empowered to take risks, to think and **create**, and to develop independence in their learning **as** they work and share with others.

Communication Arts Department

LEARNER EXPECTATIONS

The expectations listed below include attitudes, understandings, and behaviors characteristic of language learners at this age and stage of development. All aspects of language arts (reading, writing, listening, speaking) are interrelated. Growth in one facet of language supports growth in the others as well. It is likely that a child will show evidence of just some of the characteristics at any one time or indicate competence in concepts from more than one stage of growth.

GOAL 1: READING LISTENING, VIEWING

Constructs meaning by gathering, analyzing, and applying information and ideas

Makes Meaning of the Text Level	<p>COMPREHENDS FICTION, POETRY, PLAYS (Text Features, Structures, and Elements)</p> <ul style="list-style-type: none"> • Identifies and comprehends fiction (including <i>tall tales, fables, folk tales</i>) • Identifies and comprehends poetry • Identifies and comprehends plays
	<p>COMPREHENDS NONFICTION TEXT (Text Features, Structures, and Elements)</p> <ul style="list-style-type: none"> • Identifies and comprehends nonfiction (informational text)
	<p>STRATEGY USE: USES VARIOUS STRATEGIES TO CONSTRUCT MEANING</p> <ul style="list-style-type: none"> • Makes connections • Asks questions • Creates mental models • Determines importance • Infers • Monitors for meaning
	<p>LITERARY ANALYSIS: RECOGNIZES VARIOUS TYPES OF LITERATURE</p> <ul style="list-style-type: none"> • Identifies the purpose of communications • Critically evaluates text, ideas, and information
	<p>FLUENCY: READS FLUENTLY</p> <ul style="list-style-type: none"> • Reads familiar text fluently with expression
	<p>INFORMATION LITERACY: DEVELOPS AND APPLIES RESEARCH PROCESS SKILLS TO GATHER, ANALYZE, AND EVALUATE INFORMATION</p> <ul style="list-style-type: none"> • Accesses information using a variety of sources • Researches and compares information using more than one source

GOAL 1: READING, LISTENING, VIEWING (Continued)

<p>Makes Meaning Using Context</p>	<p>STRATEGY USE: USES VARIOUS STRATEGIES TO PROCESS TEXT</p> <ul style="list-style-type: none"> • Uses meaning cues <ul style="list-style-type: none"> ◉ Uses picture clues ❖ Uses meaning cues from prior experiences ❖ Skips unknown words: reads on for meaning ◉ Uses context clues ❖ Self corrects when meaning is lost ❖ Rereads to establish meaning • Uses structure cues <ul style="list-style-type: none"> ❖ Uses sentence structure clues ❖ Uses predictable text structure ❖ Applies knowledge of language conventions (capitalization, punctuation, grammar/language)
<p>Makes Meaning at the Word Level</p>	<p>STRATEGY USE: USES A VARIETY OF STRATEGIES TO RECOGNIZE AND DECODE WORDS</p> <ul style="list-style-type: none"> • Develops sight vocabulary <ul style="list-style-type: none"> ● Has an increasing bank of sight words, including some technical and subject-specific words ◉ Distinguishes antonyms and synonyms • Applies word recognition skills <ul style="list-style-type: none"> ❖ Uses word structure clues (word families, compound words, prefixes, and suffixes) ❖ Applies knowledge of letter-sound associations (phonics)
<p>Reflects on Learning Experiences</p>	<p>ATTITUDES: DEMONSTRATES POSITIVE ATTITUDES TOWARD READING</p> <ul style="list-style-type: none"> • Reads for a variety of purposes • Develops confidence as a reader <hr/> <p>SELF EVALUATION AND GOAL SETTING</p> <ul style="list-style-type: none"> • Evaluates learning <ul style="list-style-type: none"> ● Explains new learning ❖ Determines learning strengths and target areas ❖ Assesses process, effort, quality of product ● Reflects on strategies used ❖ Sets meaningful and realistic goals for future learning

GOAL 2: WRITING, SPEAKING, REPRESENTING
Communicates effectively within and beyond the classroom

Composes Well-Developed Communication	<p>WRITING PROCESS: COMPOSES USING THE WRITING PROCESS</p> <ul style="list-style-type: none"> • Prewriting: generates topics and collects ideas, plans using a strategy, considers audience and purpose • Drafting: nurtures and drafts ideas • Revising: revises draft for clarity • Editing: edits for spelling and mechanics • Publishing: publishes and shares communication
	<p>CONTENT: EFFECTIVELY COMMUNICATES IDEAS AND INFORMATION</p> <ul style="list-style-type: none"> • Expresses ideas clearly • Communicates in a variety of ways for different purposes and audiences • Writes using various forms • Develops personal voice and style • Begins to select words according to the demands of audience and purpose
	<p>ORGANIZATION: CLEARLY ORGANIZES WRITING</p> <ul style="list-style-type: none"> • Organizes ideas and information <ul style="list-style-type: none"> ● Stays on topic ❖ Relates main idea and supporting details ● Logically sequences information and events ❖ Groups sentences containing related information into paragraphs ❖ Uses complete sentences

Composes Using a Standard English Convention	<p>CONVENTIONS: DEMONSTRATES PROFICIENCY IN SPEAKING AND WRITING STANDARD ENGLISH</p> <ul style="list-style-type: none"> • Uses correct parts of speech in publications or presentations <ul style="list-style-type: none"> ❖ Identifies subjects and verbs: uses accurate agreement ❖ Identifies nouns and pronouns; uses accurate agreement ❖ Recognizes and uses adjectives correctly • Uses proper capitalization in publications <ul style="list-style-type: none"> ● Properly capitalizes: I, beginning of sentences, proper nouns, titles, first words in the greeting and closing of a letter • Uses correct punctuation in publications <ul style="list-style-type: none"> ❖ Identifies and correctly uses: period, question mark, exclamation mark, comma, apostrophe, quotation marks • Uses correct spelling in publications • Writes legibly • Uses speaking conventions relevant to context • Demonstrates cooperative and collaborative communication skills <ul style="list-style-type: none"> ❖ Listens and responds courteously to views of others ❖ Discusses, negotiates, and applies classroom rules ❖ Contributes to group discussions
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Reflects on Learning	<p>ATTITUDES: DEMONSTRATES POSITIVE ATTITUDES TOWARD WRITING</p> <ul style="list-style-type: none"> • Writes for a variety of purposes • Develops confidence as a writer
	<p>SELF EVALUATION AND GOAL SETTING</p> <ul style="list-style-type: none"> • Evaluates learning <ul style="list-style-type: none"> ❖ Begins to talk with others to plan and revise own writing 6 Sets meaningful and realistic goals for future learning

Kirkwood Elementary Schools' Guidance Program

Grades K - 3

Mission Statement

The Kirkwood R-7 Elementary Schools' Guidance Program strives to facilitate students' competencies in personal, inter-personal, educational and vocational development. In keeping with Missouri Comprehensive Guidance Program guidelines, services are provided in four major areas:

- **Guidance Curriculum** - developmentally appropriate, sequential activities conducted with all students at each grade level, supplemented by special training activities particular to specific students needs.
- a **Individual Planning** - application of acquired competencies to each student's educational and vocational planning.
- **Responsive Services** - personal counseling, crisis intervention, and special support groups and programs particular to student needs.
- **System Support** - organization and facilitation of school - wide programs such as standardized and Advanced Placement testing, student enrollment and registration, coordination of resources for vocational and educational planning and resolution of schedule conflicts.

Guidance Curriculum Learner Outcomes

Learner Outcomes at the elementary schools are consistent with the district-wide Guidance Program Scope and Sequence. The elementary school curriculum encourages a sense of self-worth and pride in intellectual, moral, cultural, emotional and physical achievement and well being. Supplementary programs and responsive services are implemented for students identified as requiring additional competency development in all of the guidance **curriculum** areas.

Personal Development

Students will:

- identify and demonstrate their unique qualities and talents.
- express themselves in truthful and appropriate ways.
- identify and express their feelings.
- analyze how their feelings impact their behavior.
- select available resources to address their academic, social and emotional concerns.
- a identify the negative impact of tobacco, alcohol and other drug use.
- determine effective choices by using decision-making strategies.
- identify appropriate methods for responding to peer pressure aimed against their own positive choices.
- recognize individual roles and responsibilities within families.

- demonstrate self-discipline.

Kirkwood Elementary Schools' Guidance Program Grades K - 3

Interpersonal Development

Students will:

- demonstrate respect for the similarities and differences among people; **i.e.**, cultural, family structure gender, ethnic, religious, age and physical condition.
- demonstrate responsible choices which **affect** others.
- show respect for property, rules and authority.
- play cooperatively.
- resolve conflicts **peacefully**.
- solve problems through medication.

Educational Development

Students will:

- successfully adapt to the school environment.
- set and attain developmentally appropriate goals.
- organize materials and time to successfully meet expectations.

Vocational Development

Students will:

- identify and explore career related opportunities.
- describe how math, science, reading, etc. are important in jobs **and** daily living.
- **identify** reasons why people work.
- demonstrate pre-vocational skills; **i.e.**, punctuality, regular attendance, interpersonal skills and technological skills, getting along with others during work and play.
- make positive contributions to their community **and** society.

Content and Performance Health Education 2-3

Dear Parents,

Health is that quality or state of being which enables an individual to live most and serve best. Within the context of this definition, health education instruction is a vital and integral part of the total school curriculum and is designed to help each child to understand him/herself as a physical, mental and social being. Health education will provide the opportunity for students to develop attitudes and good health habits. Each person makes decisions about health every day, decisions affecting self, family and community. The K-5 health curriculum in the Kirkwood R-7 School District is designed to include ten strands of health education.

Learner Outcomes

Students will demonstrate, identify, list and distinguish between healthy and unhealthy health practices. The ten health content strands are: Community Health and Safety (With Violence Prevention); Environmental and Consumer Health; Function of the Body; Growth and Development/The Cycle of Family Life; HIV/AIDS and Illness Prevention; Self Worth, Mental and Emotional Health; Nutrition; Physical Fitness; Injury Prevention and Personal Safety; Substance Abuse Prevention. These learner outcomes are a combination of 2-3 curriculum content.

Community Health and Safety (With Violence Prevention): Students will...

- identify community health helpers and describe their job
- discuss why you should never play with syringes or needles
- describe ways to avoid fights through conflict resolution
- describe community and compare and contrast community with and without laws
- describe community, identify pollution problems, identify how drug and violence hurt the community

Environmental and Consumer Health: Students will...

- list the different functions of the skin, identify how sunburn can damage the skin and list ways to protect the skin from the environment
- define melanin and explain variations of skin color
- define physical impairments and learning disabilities and identify the professionals who work with these individuals
- explain what our community does for individuals with impairments

Functions of the Body: Students will...

- describe the function of the heart and explain the importance of diet and exercise for heart health
- explain the parts and functions of the brain and how to protect it
- explain the function and operation of the eye, identify eye problems, identify ways to protect the eyes

Growth and Development/The Cycle of Family Life: Students will...

- describe how a newborn baby grows and changes through adulthood and into old age
- explain the roll of genes in cell growth and development, along with family heritage
- define "child abuse" and "violence" and identify where to go for help

HIV/AIDS and Illness Prevention: Students will...

- explain germs and where you find them and how to protect yourself from them
- define bacteria, virus, fungi and antibodies
- explain how germs spread and the role in the body's defense system in fighting germs
- identify how medicines and vaccines help prevent or cure illness

Self Worth, Mental and Emotional Health: Students will...

- list common causes of being afraid and describe the physical effects of fear on the body
- recognize real dangers and what to do about them
- define attitude and describe the connection between attitudes, values and goals

Nutrition: Students will...

- explain how the food pyramid helps you choose healthful foods
- explain food guidelines and storage
- explain the role of nutrients in the body and the importance of breakfast
- describe how different food choices are influenced by cultures
- explain how the body uses nutrients and the process of digestion
- explain the importance of food labels in making healthful selections

Physical Fitness: Students will...

- describe how muscles help us move and work together
- explain what exercise can do for your body
- will describe respectful responses to people with physical impairments
- explain the function of the skeletal system, describe how joints work and the importance of protecting the skeletal system

Injury Prevention: Students will...

- list common safety rules and laws
- be able to name common emergencies and list steps to take in each situation
- define the concept of safety
- identify true emergencies
- define the concept of risk and identify possible risky situations
- explain how to use refusal skills to say "No!"

Substance Abuse Prevention: Students will...

- identify various types of drugs including nicotine, alcohol and street drugs and understand laws associated with these substances
- identify what is and is not medicine
- describe what constitutes a drug free and safe community
- be able to say "No!" in a threatening or at-risk situation involving smoking, drinking and drugs
- describe laws dealing with smoking, drinking and drugs
- define addiction
- explain short and long term goals

Health-Related Components Of Physical Fitness For Elementary Children

Cardiovascular Endurance

Cardiovascular endurance indicates how efficiently your heart, circulatory system, and respiratory system work together over a long period of time. It is the ability of the circulatory and respiratory systems to adjust to and recover from the effects of moderate to vigorous aerobic activity.

Exercises that increase cardiovascular endurance: Running, Cycling, Brisk Walking, and Swimming.

Fitness Assessment: Pacer Test.

Flexibility

Flexibility is the ability of joints to move through their full range of motion. Several factors can limit joint mobility, including genetic inheritance, the joint's structure, the amount of fatty tissue around the joint, and the body's temperature. Flexibility can be improved with stretching.

Exercises that increase flexibility: Static stretching which involves slow, gradual, and controlled elongation of muscle fibers.

Fitness Assessment: Sit and Reach.

Muscular Strength

Muscular strength is the amount of power a muscle or group of muscles can produce. The benefits of increasing muscular strength include a reduced risk of injury as well as improved posture, physical performance, and body composition.

Exercises that increase muscular strength: Developing strength requires working against a resistance in a progressive manner. Basic guidelines established for resistance training and exercise progression in children (Kraemer and Fleck 1992) are as follows: Primary levels (children 7 years and younger) children should be introduced to basic exercise with little or no weight resistance. Exercises progress from body-weight calisthenics to partner exercises on to lightly-resistant exercise. Intermediate levels (children 8-10 year of age) gradually increase the number of exercises.

Fitness Assessment: Modified Pull-Ups.

Muscular Endurance

Muscular endurance is a muscle's ability to produce power for a long duration. It is the ability to contract a muscle or group of muscles repeatedly without producing fatigue. The longer a muscle is used, the greater its endurance becomes.

Exercises that increase muscular endurance: In children, locomotor activities help develop muscular endurance. Long periods of running, walking, and bicycling are examples of muscular endurance.

Fitness Assessment: Curl-Ups. (for abdominal muscular endurance)

Body Composition

Body composition refers to the quality or makeup of total body mass. Total body mass is composed of lean body mass and fat mass. Lean body mass includes a person's bones, muscles, organs, and water. Fat mass is fat, adipose tissue. The assessment of body composition determines the relative percentages of individual's lean body mass and fat mass. The choices that children make determine their ability to maintain an ideal body mass. Obesity is now the biggest nutritional problem among youths. In our complex society, however, we cannot focus only on obesity. In fact, psychological and social pressures to look thin have driven many youngsters to the extremes of anorexia and bulimia, which pose serious health risks. Helping your child achieve and maintain an ideal body mass requires teaching them the right combination of caloric intake, caloric expenditure, and behavior modification. These factors include frequency of eating, the portion sizes of food, and commitment to physical activity.

FITT Principle

F = Frequency

Frequency is the number of times each week you should exercise at a moderate or vigorous level. According to the U.S. Surgeon General's Report on Physical Activity and Health, physical activity that is moderate to vigorous in nature should be done most days of the week.

I = Intensity

Intensity is the speed or workload used in a given exercise period. *Intensity depends* on the fitness goals of the exerciser and the type of training method being used. For example in aerobic activities *intensity* is the speed of the activity. It is measured by checking one's heart rate. *Intensity* with activities for muscular strength and endurance is the workload or resistance of the exercise. With flexibility, *intensity* is reaching the greatest range of motion through stretch. *Intensity* is directly related to how long one can sustain activity.

T = Time

Time or duration refers to the number of minutes of physical activity. In cardiovascular endurance activities, *duration* is the amount of *time* spent doing the activity. Primary age children should limit the *duration* to shorter bouts of 6-8 minutes, with rest periods lasting at least 1-2 minutes between activity. Intermediate age students can safely prolong physical activity for 10-20 minutes at *time*. Muscular strength and endurance activities are based on how many repetitions and sets one performs. During flexibility activities *time* relates to how long a stretch is held before it is released. The recommended *time* for children to be physically active is 30 minutes everyday.

T = Type

What *type* of exercise you select is related to specificity. Specificity of training is the adaptation to exercise that is specific to the system being worked or stressed during exercise. (To increase flexibility you stretch.)

Principal For Exercising

Overload

Overload is the amount of exercise that is needed to improve fitness levels. The body must perform activities that are harder than normal to improve a fitness component.

Progression

Progression is how overload should take place. An increase in the level of exercise can be accomplished when a child runs farther or adds more resistance. This increase must be done in a gradual progression. This enables the body to adapt slowly to the overload; thus it eventually makes the overload normal. Children need to understand that improving their level of fitness is an ongoing process. Tracking their progress is a way of seeing improvement. (Pre and post testing are examples of tracking one's fitness level through assessment.)

Three Parts Of A Workout

Warm-up

The purpose of a warm-up is to increase blood flow to the working muscles, increase body temperature, and decrease the chance of muscle and joint injury. The tempo of the exercise gradually increases, stretching exercises and light calisthenics may be performed.

Conditioning Phase

This is the activity, exercise and/or sport part of the workout. (For example; distance running, playing soccer or roller blading.)

Cool-down

During cool-down a person continues to exercise but at a lower intensity/rate. The light activity will slowly bring the heart rate back to its resting rate. Walking and light stretching may be performed to reduce the chance of muscle cramps or muscle soreness.

Library Media Center

The Library Media Program provides opportunities for students to identify the purpose of the Library Media Center, to locate and select materials, to recognize and use sources of information, and to experience a variety of literature. Students will gather and use information for pleasure, for self-fulfillment, and to satisfy curiosity. Students will develop an appreciation for the research process as a lifelong activity.

LEARNER OUTCOMES

Grades 3

- **GOAL:** Students will **identify** the purpose of the Library Media Center (LMC).
They will:
 - know the role of the LMC personnel.
 - practice proper care and handling of materials.
 - use circulation routines and procedures.

- **GOAL:** Students will locate and select material.
They will:
 - identify different areas of the collection (**i.e.**, fiction, non-fiction, reference, and biography).
 - identify parts of a book.
 - locate and select materials using the on-line catalog.

- **GOAL:** Students will recognize a variety of literature.
They will:
 - demonstrate the ability to listen and participate in library media presentations.
 - experience and appreciate the skills and talents of a variety of authors and illustrators and recognize award-winning materials.
 - experience a variety of literature (**i.e.**, fairy tales, poetry, historical fiction and fantasy).
 - utilize materials as a source of leisure reading (**i.e.**, books and periodicals).

Kirkwood School District

Student Outcomes for Math - Grade 3

Dear Parents,

The purpose of this brochure is to introduce you to the math outcomes at the third grade level. Our goal is to help our students become confident mathematical thinkers who can solve problems and communicate mathematically.

LEARNER OUTCOMES

Third grade is a transition year. Children's thinking becomes more logical, and they can begin to think deductively. Many new concepts are introduced at this level because students are now able to think symbolically and conceptualize math concepts. Problem solving strategies and mathematical relationships are becoming more sophisticated.

Number and Operations

Goal 1: Understand number, ways of representing numbers, relationships among numbers and number systems

By the end of the year the student will:

- read, write and compare whole numbers up to 10,000
- identify the value of each digit in a 3-digit number
- identify how many groups of 10 are in a 3-digit number
- divide a single whole or quantity into equal parts and name those parts as fractions or mixed numbers
- recognize $1/2$, $1/3$, and $1/4$ of a shape
- identify equivalent fractions
- find combinations of fractions that are equal to 1 and to other fractions
- recognize equivalent forms for the same number and generate them by decomposing or composing numbers
- classify numbers by their characteristics, including odd and even

Goal 2: Understand meanings of operations and how they relate to one another

By the end of the year the student will:

- demonstrate an understanding of multiplication and division as involving groups of equal groups
- represent, model a given situation involving multiplication and related division using various models including sets, arrays, areas, repeated subtraction, sharing and partitioning
- interpret and use multiplication and division notation
- describe the effects of multiplying and dividing whole numbers as well as the relationship between the two operations
- apply the commutative and identity properties of addition to whole numbers
- develop an understanding of the commutative property of multiplication

Goal 3: Compute fluently and make reasonable estimates

By the end of the year the student will:

- represent a mental strategy used to compute a given multiplication problem up to 9×9
- maintain fluency with basic number relationships of addition for sums to 20
- demonstrate fluency with basic number relationships of subtraction for sums to 20
- will develop fluency with basic number relationships of multiplication (9×9)
- develop strategies for basic number relationships of division based on an understanding of the inverse relationship between multiplication and division
- apply and describe strategies used to compute up to a 3-digit addition problem
- apply and describe strategies used to compute up to a 3-digit subtraction problem

- solve subtraction story problems in contexts that include removing a part from a whole, comparing 2 quantities, or finding the missing part
- apply and describe the strategy used to compute a given multiplication problem of 1-digit by 2-digit numbers
- estimate and justify sums and differences of whole numbers

Algebraic Relationships

Goal 1: Understand patterns, relations and functions

By the end of the year the student will

- extend geometric and numeric patterns to find the next term
- represent patterns using words, tables, or graphs

Goal 2: Represent and analyze mathematical situations and structures using algebraic symbols

By the end of the year the student will:

- represent a mathematical situation as an expression or number sentence (all operations)
- use the commutative, associative and distributive properties of addition and multiplication to solve basic number relationships

Goal 3: Use mathematical models to represent and understand quantitative relationships

By the end of the year the student will:

- model problem situations, including multiplication, using objects or drawings

Goal 4: Analyze change in various contexts

By the end of the year the student will:

- describe quantitative change, such as a student growing two inches in a year
- interpret graphs of change over time, including both the meaning of the points on the graph and how the graph shows that values are increasing, decreasing, or staying the same

Geometric and Spatial Relationships

Goal 1: Analyze characteristics and properties of two- and three-dimensional shapes

By the end of the year the student will:

- compare and analyze 2-dimensional shapes by describing their attributes (circle, rectangles, rhombus, trapezoid, triangle)
- compare and analyze 3-dimensional shapes by describing their attributes (rectangular prism, cylinder, pyramid)
- predict the results of putting together and taking apart 2- and 3-dimensional shapes

Goal 2: Specify locations and describe spatial relationships using coordinate geometry and other representational systems

By the end of the year the student will:

- describe location using common language and geometric vocabulary (forward, back, left, right, north, south, east, west)

Goal 3: Apply transformations and use symmetry to analyze mathematical situations

By the end of the year the student will.

- determine if two objects are congruent through a slide, flip or turn
- identify lines of symmetry in polygons

Measurement

Goal 1: Understand measurable attributes of objects and the units, systems and processes of measurement

By the end of the year the student will:

- identify, justify, and use the appropriate unit of measure (linear, time, weight)
- tell time to the nearest five minutes
- determine change from \$5.00 and add and subtract money values to \$5.00

Goal 2: Apply appropriate techniques, tools and formulas to determine measurements

By the end of the year the student will:

- use a referent for measures to make comparisons and estimates
- identify right angles, and recognize whether an angle is larger or smaller than a right angle
- determine the perimeter of polygons
- identify and find the area of given figures by counting whole and partial square units
- determine the number of cubes (volume) that will fit in the box made by a given pattern

Data and Probability

Goal 1: Formulate questions that can be addressed with data and collect, organize and display relevant data to answer them

By the end of the year the student will:

- design investigations to address a given question
- read and interpret information from line plots and graphs (bar, line, pictorial)
- make a line plot for a set of numerical data

Goal 2: Select and use appropriate statistical methods to analyze data

By the end of the year the student will:

- describe the shape of the data and analyze it for patterns

Goal 3: Develop and evaluate inferences and predictions that are based on data

By the end of the year the student will:

- discuss events related to students' experiences as likely or unlikely

MUSIC

MUSIC MISSION STATEMENT

To use the interactive **teaching/learning** methods of singing, movement, listening, playing rhythmic and melodic instruments, creative drama and interdisciplinary activities to develop abilities and skills in the following areas: Appreciation, Dynamics, Form, Harmony, Instruments, Melody, Performing, **Rhythm/Meter**, Singing, Timbre and Tone **Production/Intonation**.

K-5 general music is offered on a regular basis by music specialists in each building.

Students in grades 2-5 will:

- Develop an appreciation of music and musical styles through movement, listening and exploring the lives of a variety of composers.
- Recognize, respond to, perform, identify and create melodies, rhythms, dynamics and timbres.
- Recognize, respond to, perform, identify and create musical forms.
- Recognize, create and perform harmony.
- Demonstrate proper vocal techniques, extend singing range and develop tonal accuracy.
- Identify and label music terms and symbols
- Perform on rhythmic and melodic instruments and the soprano recorder.

Content and Performance Physical Education K-5

Dear Parents,

The physical education program is an integral part of the total development of each student in the Kirkwood R-7 School District. Students are engaged in planned, sequential learning activities which focus on health and fitness related movement concepts. Physical education provides opportunities which encourages social development, self-esteem, creative thinking and problem solving. We feel that our comprehensive curriculum plays a significant role in enabling students to value physical activity and its contributions to a healthy lifestyle, while ensuring an understanding and respect for differences among people.

Learner Outcomes

Students will demonstrate motor skills necessary to perform a variety of physical education activities. Motor skills are divided into fundamental movement skills, rhythms and dance, gymnastics and tumbling. Students will participate in health-related fitness activities throughout the year as well as participating in personal health-related fitness assessments in the fall and the spring. Students will demonstrate skills of personal and social development.

Fundamental Movement Skills include: Students will...

Basic Movement Skills

- recognize and performs a variety of locomotor movements
- perform locomotor movements while exhibiting body control, direction, force and speed
- perform non-locomotor skills
- maintain a stable base of support on 1, 2 and 3 points
- maintain balance while walking forward, backward and sideways
- demonstrate the fundamentals of throwing, catching, striking, jumping, kicking and bouncing

Body and Spatial Awareness

- identified major body parts
- demonstrates spatial awareness and directionality
- moves in patterns using varying levels, speeds, force and directions
- becomes aware of personal space
- understands boundaries

Developmental Games/Activities

- participate in individual and partner activities
- participate in low organized games using locomotor movement
- demonstrate rules of game through participation in activity
- cooperate effectively with partners and small groups
- demonstrate the ability to control fine motor skills and manipulate small objects
- demonstrate the ability to move and manipulate in a low organized activity
- demonstrate motor skills as they apply to lead-up games and sport skills

Rhythms and Dance Skills include: Students will...

- Dance and rhythms at the elementary level is set up on a five years rotating schedule. The following dance forms/styles are taught.
 - social dance, dance through the decades
 - creative dance
 - folk dance
 - scatter square dance and line dancing
 - rhythms and dance, jump rope/jump bands, tinikling poles, aerobics
- perform rhythmic routines using fundamental movement skills with or without manipulatives
- demonstrate step patterns, positions and formations common to a variety of dances
- participate in creative dance activities demonstrating dramatization, imitation, interpretation and improvisation
- identify the historical and cultural origin of a variety of dances

Gymnastics and Tumbling Skills include: Students will...

- perform basic tumbling activities
- perform basic balance activities
- perform basic apparatus movements on the following equipment depending upon the facilities and/or equipment available for each school, these outcomes will be met
 - balance beam
 - parallel bars
 - horizontal bars
 - vaulting horse
 - climbing rope
 - cargo net

Physical Fitness Skills include: Students will...

- score within the healthy fitness zone of the district health-related personal fitness assessment
 - cardiovascular fitness
 - muscle strength and endurance
 - flexibility
 - body composition
- associate results of fitness testing to individual health status
- identify components of healthful and unhealthful living
- know how to take their pulse rate and be able to distinguish between resting and target heart rate
- perform proper flexibility and strengthening activities
- demonstrate a variety of flexibility, warm-up, cool-down and conditioning activities
- identify and locate major bones and muscles

Personal and Social Development Skills include: Students will...

- demonstrate proper sportsmanship
- follow rules and directions
- participate to their best ability and effort
- demonstrate responsibility by wearing appropriate clothing and tennis shoes

Kirkwood School District
Science Content and Student Investigations - 3rd Grade



Dear Parents,

Your child is embarking upon an exciting journey in science. The science content and performances below include the processes and concepts that learners at this particular age and stage of development are becoming aware of, are inquiring about, and are exploring. All objectives meet the Missouri State Grade Level Expectations. Our goal is to provide appropriate science and science technology experiences along a developmental continuum so that all elementary students set out on the path to become scientifically literate citizens who will positively affect the world and well-being of society.

Earth Systems

Students will:

1. Describe the water cycle as the interaction between the geosphere, hydrosphere and atmosphere.
2. Draw a simple water cycle and label its parts.
3. Identify the major bodies of surface water (rivers, lakes, oceans, glaciers, gulfs, bays).
4. Classify major bodies of surface water (rivers, lakes, oceans, glaciers) as **fresh/salt, flowing/stationary, large/small, solid/liquid**, and surface/ groundwater.
5. Relate the type of water body to the process by which it was formed.
6. Explain why major bodies of water are important natural resources (food, recreation, habitat, migration, solvent, transportation).
7. Describe how human needs and activities (*e.g.*, irrigation, damming of rivers, waste treatment, sources of drinking water) have affected the quantity and quality of major bodies of fresh water.
8. Propose solutions to problems related to water quality & availability that result from human activity.

9. Describe how weathering agents (water, temp, wind, and plants) slowly cause surface changes that create and/or change landforms.
10. Describe how erosional processes (actions of gravity, waves, water, wind, and glaciers) slowly cause surface changes that create and/or change landforms.
11. Identify major natural landforms (island, peninsula, continent, valley, plain, mountain, canyon) and be able to locate famous ones.
12. Identify major **manmade** landforms (dams, reservoirs, **manmade** lakes, canals, etc.) and give locations for some famous landmarks.
13. Identify the ways humans affect erosion and deposition (clearing of land, planting vegetation, paving land, building new buildings, building/ removal of dams).
14. Propose ways to solve simple environmental problems (**e.g.**, recycling, composting, ways to decrease soil erosion) that result from human activity.

Living Systems

Students will:

1. Recognize that plants progress **through** life cycles of birth, growth & development, reproduction, and death by:
 - a. Observing and describing the life cycle of a flowering plant.
 - b. Sequencing and describing the stages in the life cycle of a flowering plant.
 - c. Identifying and relating the similarities and differences between parents and their offspring (plants).
2. Identify the major organs (roots, stems, flowers, leaves) and their functions in vascular plants (**e.g.**, absorption, transport system, reproduction).
3. Illustrate and trace the path water and nutrients take as they move through the transport system of a plant.
4. Identify specialized structures and describe how they help plants survive in their environment.
5. Identify the ways a specific organism may interact with other organisms or with the environment (pollination, seed dispersal, camouflage).
6. Recognize that different environments (pond) support the life of different types of plants and animals.
7. Classify populations of organisms as producers, consumers, or decomposers by the role they serve in the ecosystem.
8. Predict the possible effects of removing an organism from a food chain.
9. Identify sunlight as the primary source of energy plants use to produce their own food.
10. Sequence the flow of energy through a food chain beginning with the Sun.

Matter and Energy - Properties of Matter

Students will:

1. Describe & compare the mass of objects using balances.
2. Order objects (lightest to heaviest) according to their mass.
3. Describe & compare the volumes (the amount of space an object takes up) of objects using a graduated cylinder.
4. Recognize that no two objects can occupy the same space at the same time (**e.g.**, water level rises when an object or substance such as a rock is placed in a quantity of water).

5. Identify everyday objects/ substances as solid, liquid or gas (**e.g.**, air, water).
6. Compare the observable physical properties of solids, liquids and gases (air) **i.e.**, visible and invisible, changes in amount of space occupied (volume) and shape..
7. Understand that properties of matter determine use and function of materials.
8. Recognize that some objects (**i.e.** Sun) occur in nature (natural objects); others (**e.g.**, bulbs, candles, lanterns) have been designed and made by people to solve human problems and enhance the quality of life (**manmade** objects).
9. Describe how new technologies have helped scientists make better observations and measurements for investigations (**e.g.**, telescopes, magnifiers, balances, computers, thermometers).
10. Recognize that water evaporates (liquid water changes into a gas as **it** moves into the air).
11. Measure and compare the temperature of water when **it** exists as solid to its temperature when it exists as a liquid (cold vs. warmer).
12. Investigate and recognize that water can change from a liquid to a solid (freeze) and back again to a liquid (melt) as the result of temperature changes.
13. Describe the changes in the physical properties (**i.e.**, shape and volume) of water when frozen or melted.
14. Predict and investigate the effect of heat energy (**i.e.**, change in temperature, melting, evaporation) on objects and materials.
15. Identify and list sources of thermal energy (**e.g.**,(Sun, stove, fire, body) that can cause solids to change to liquids and liquids to gas).

**KIRKWOOD SCHOOL DISTRICT
STUDENT OUTCOMES FOR SOCIAL STUDIES
Grade Three**



Our goal in social studies education is to help students see their own life experiences as part of the larger human adventure, and to develop a critical understanding of history, geography, economics, civics, culture and to develop the tools of social studies inquiry.

Social Studies Department

Learner Outcomes:

Civics

- Students will develop rules that are for the common good of the classroom, using a democratic model and contrast that process with other lawmaking processes.
Students will demonstrate behaviors that show their understanding of respect for the rights of others, especially property rights and treating others fairly.
- Students will demonstrate an understanding of a citizen's rights of freedom of speech, and religion.
- Students will demonstrate an understanding of how community decisions are made, interpreted and enforced and by whom within the system of the family, the classroom, community, and city.
- Students will demonstrate their understanding of the functions of the three branches of government at the city level.
- Students will demonstrate an understanding of these important national symbols: the flag and the Statue of Liberty and be able to recite the "Pledge of Allegiance."
- Students will demonstrate an understanding of the national anthem as an important national symbol and will learn to sing it.

Culture

- Students are able to identify different cities' traditions and compare them with others, including those of other cultures.
- Students will be able to address unmet needs of the community and propose solutions to appropriate government or civic groups within the city or neighborhood.
- Students will use constructive processes or methods for resolving conflicts.

Economics

- Students will demonstrate an understanding of the concept of scarcity and apply it to different situations.
- Students can create examples of situations that demand making choices and are able to cite the "opportunity cost."
- Students will explain the effect of price on demand.
- Students will be able to demonstrate the concept of bartering and recognize its limitations.
Students will demonstrate their understanding of their role as both consumer and producer in everyday life.
- Students will analyze products to determine the natural, capital and human resources involved in their production.

- Students will create a list of goods and services produced in their community.
- Students will understand that the government provides some goods and services.
- Students will be able to predict how decisions made today can have an economic consequence on future events.
- Students will know how tax moneys are used, who benefits from tax-supported services, and who pays for those services.
- Students are able to design different ways of solving problems in a city using different ways of allocating the goods and services, citing advantages and disadvantages of each.

Geography

- Students are able to read and construct maps of rooms, buildings and neighborhoods, using a title, symbols, and the compass rose.
- Students are able to locate the United States, the continents and oceans.
- Using a simple city map, students are able to communicate the location of a place by pointing it out on a map and by describing its relative location to one or more places.
- Students will be able to describe why people of different groups settle more in one place than another and how transportation and communication changes facilitate movement of people, products and ideas.
- Students are able to explain why people living in different places and specializing in different ways of making a living have a need to interact with each other.
- Students are able to group areas or regions by using a single characteristic.

History

- Students will be able to arrange three distinct events from the history of the city or neighborhood in sequential order.
- Students will be able to describe the homes and daily life of Native American peoples such as the Woodland and Plains Indians and the impact of European settlement on their lives.
- When given a scenario of change, such as the building of a bridge, students will be able to predict the possible kinds of effects that change has on groups of people.
- When given diaries or journal entries from a long time ago, students will be able to note how life has changed and be able to defend their statements using the journal as evidence.
- Students are able to describe the reasons that groups of people compromise, using the community as an example.
- Students will compare and contrast the roles and contributions of these Americans: George Washington, Abraham Lincoln and Martin Luther King, Jr.

Social Studies Inquiry Skills

- Students will be able to gather information from at least three sources to answer a question: map, graph, chart, poster, timeline, etc.
- Students will be able to use a primary source material (diaries, letters, etc.) in addition to secondary sources (encyclopedias, textbooks, etc.) to support a hypothesis. Students will be able to locate information about a topic, assessing the reliability.
- Students will demonstrate their ability to use new information to change or confirm their hypothesis about the use of an artifact.
- Students will be able to design a timeline, detailing at least 4 events that happened in a biography or narrative.
- Students can select and use a diagram that would fit the information to be presented and others are able to read it and gather information.

Kirkwood School District R-7
Student Outcomes for Technology K-12

Technology is integrated as a tool for learning in all disciplines. Through study of technology, students find, analyze, and produce **informative** products; develop an awareness of its impact on their individual lives as citizens of a world brought closer together via technology; and understand the ethical issues involved in technology.

- I. Use Technological Equipment and Applications**
 - A. General Skills
 - 1. The student will take physical care of the equipment.
 - 2. The student will manage files, network resources, and operating systems beginning in grade 2.
 - B. Keyboarding
 - 1. The student will recognize and locate letters, numbers, and other keys.
 - 2. The student will utilize basic keyboarding skills (touch type) beginning in grade 3.
 - 3. The student will increase speed and accuracy using touch typing beginning in grade 3.
 - C. Word Processing
 - 1. The student will use graphic organizer software beginning in grade 1.
 - 2. The student will **construct** appropriate written assignments using word processing.
 - 3. The student will use word processing features to edit, format & rearrange text beginning in grade 2.
 - D. Database
 - 1. The student will locate information in a prepared database beginning in grade 1.
 - 2. The student will enter and save data and interpret results in a database beginning in grade 4.
 - 3. The student will **construct** a database beginning in grade 3.
 - E. Spreadsheet
 - 1. The student will make interpretations from spreadsheets beginning in grade 4.
 - 2. The student will build spreadsheets which include formulas beginning in grade 5.
 - 3. The student will create a graph from a spreadsheet beginning in grade 2.
 - F. Graphics
 - 1. The student will create graphics with appropriate software.
 - 2. The student will select graphics appropriately and use graphics effectively in technologically produced products beginning in grade 1.
- II. Use Technology Ethically and Make Reasoned Choices**
 - A. Reasoned Choices
 - 1. The student will make effective, appropriate use of equipment and applications.
 - 2. The student will identify capabilities and limitations of current technology.
 - B. Ethical Use
 - 1. The student will demonstrate ethical, legal, and safe use of technological resources.
 - 2. The student will recognize and honor copyright and fair use standards beginning in grade 2.
- III. Use the Internet**
 - A. Locating Information - The student will locate information on the Internet effectively and efficiently beginning in grade 2.
 - B. Evaluation - The student will determine accuracy and relevance of information found on the Internet beginning in grade 3.
 - C. Communication - The student will communicate with other information centers in the school, state, nation, and world beginning in grade 3.
- IV. Use Multimedia**
 - A. Presentations - The student will present information using appropriate technology beginning in grade 1.
 - B. Video
 - 1. The student will use the still-video or digital camera to produce images beginning in grade 3.
 - 2. The student will use a digital camcorder to produce video footage beginning in grade 3.