

# Applications of Learning

Through Applications of Learning, students demonstrate and deepen their understanding of basic knowledge and skills. These applied learning skills cross academic disciplines and reinforce the important learning of the disciplines. The ability to use these skills will greatly influence students' success in school, in the workplace and in the community. (ISBE, Illinois Learning Standards, 1999)

- **Solving Problems** – Recognize and investigate problems; formulate and propose solutions supported by reason and evidence
- **Communicating** – Express and interpret information and ideas
- **Using Technology** – Use electronic equipment, computers and networks to access information, process ideas and communicate results
- **Working in Teams** – Learn and contribute productively as individuals and as members of groups
- **Making Connections** – Recognize and apply connections of important information and ideas within and among learning areas

## Language Arts

Through the literary elements of fiction, traditional literature, poetry, biography and non-fiction, children experience a wide range of instructional activities in listening, reading, writing, discussing and/or speaking.

### Reading

- Construct meaning from print and pictures
- Use cueing strategies: phonetic, picture and context
- Make connections to themselves, their experiences and books
- Predict, recall and summarize stories, information and experiences
- Identify character, setting, plot and problems/solutions
- Expand vocabulary and multiple word meanings
- Recall and retell information from text
- Identify and interpret new words using a variety of strategies
- Use reference texts to clarify and extend word meaning
- Anticipate by previewing, predicting and asking questions
- Compare similar elements in different stories
- Recognize structure of story
- Respond in oral and written form to material read
- Expand and apply repertoire of reading strategies

### Listening and Speaking

- Retell story with details
- Express feelings
- Participate in classroom discussions
- Retell and react to stories
- Follow more complex instructions, written and oral

### Writing

- Listen attentively to speaker
- Develop and expand vocabulary by speaking and listening using correct grammar
- Contribute to group discussions
- Begin to organize oral presentations
- Use cursive handwriting skills
- Use standard spelling
- Use pictures or words to develop topic
- Revise to improve content, grammar and sentence structure
- Use varied sentence structure and expand with descriptive words
- Consider word choice
- Demonstrate logical flow
- Use time order transitions and paragraphs ( first, the next day, in summer )
- Begin to use logical and time order transitions between and within paragraphs
- Support ideas with specific details and second order support
- Provide support and elaboration with details
- Use capitalization and punctuation
- Demonstrate correct language mechanics
- Write independently

## Mathematics

- Investigate arrangements of objects and pictures for large numbers to illustrate hundred thousands; connect to six-digit, place value notation
- Investigate multiplication and division concepts
- Use regrouping and renaming of objects to represent problem-solving situations involving addition and subtraction with two or three-digit numbers
- Continue to investigate lines of symmetry with paper folding, mirrors, or completing a drawing
- Investigate the number relations and number patterns of days in each month, days in a year and months in a year
- Investigate values, quantities, equivalency and number patterns with pennies, nickels, dimes, quarters, half-dollars and dollars
- Investigate various ways of organizing data from real life, especially through categorizing

## Science

- Describe how the parts of a plant work together as a system

- Predict patterns of change in the plant life cycle
- Identify plant adaptations and describe their functions
- Identify forces as pushes and pulls and gravity as a pull force
- Describe how simple machines help us do work
- Describe the properties of light
- Identify characteristics of the solar system
- Identify similarities and differences in planets and describe how these impact their orbits
- Ask questions, make observations, conduct investigations, arrange data and describe patterns using scientific method
- Use tools of technology to do work and the design process to solve problems

## Social Studies

- Comprehend how people learn and work together
- Understand different types of communities
- Learn about farms, factories and trading
- Gain knowledge about our country, its capital and government
- Develop basic understanding of world citizenship and respecting others
- Learn about celebrations of American history and around the world
- Use maps, atlases and globes

## World Languages

By the end of third grade, students will:

- Comprehend written classroom directions, illustrated stories, gestures and body language often used in everyday interaction in the target language
- Follow instructions in the target language
- Pose questions spontaneously in structured situations
- Produce language using proper pronunciation, intonation and inflection
- Decode new vocabulary
- Write on familiar topics
- Use maps, charts, digital images, graphs, and other geographic representations to describe and discuss the countries where the target language is spoken

- Identify products that are from the countries where the target language is spoken and that are found in the United States economy
- Use the target language to participate in and/or describe games, dances and sports
- Use the target language to describe activities and characteristics of selected occupations and work places

### Information Literacy Skills

Under development

### Physical Education/Wellness

Students will have instructional and physical activities in:

- Movement skills
- Low organized games
- Rhythmic activities
- Gymnastics and tumbling
- Basic individual sport skills
- Basic dual sport related activities
- Basic team sports
- Fitness education
- Social-emotional growth

### Health

By the end of third grade, students will:

- Classify major body parts and functions of the body systems
- Compare and contrast effects of healthy/unhealthy life styles
- Summarize the principles of good nutrition, exercise and rest
- Promote healthy body and self-concept
- Implement a personal exercise/activity plan
- Demonstrate basic procedures for responding to emergency and life safety issues

### General Music

Students will have instructional and experiential activities in:

- Interactive listening process involving music perception, cognition, analysis, and evaluation resulting in aesthetic awareness
- Personal experiential interaction with music through singing, playing, performing, and moving
- Creative composition /arranging for organized sound designed to express feelings
- Spontaneous creation of original music
- Formal /constructive elements of music theory, vocabulary, syntax and symbolic representations of music
- Historical, social and cultural context for musical insight

**Fine Arts** ( to be implemented )

- Recognize, identify, and demonstrate an understanding of the sensory elements and organizational principles of design as well as the expressive qualities of the visual arts
- Recognize, identify, and demonstrate the basic use of materials and tools in order to understand how works of art are produced
- Create individual works of visual art
- Understand that works of art shape, reflect and play a role in societies, cultures, and civilizations, past and present

***“Quality education is best delivered through a partnership of teachers, family and community.”***

# ST. SAVA ACADEMY

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## 3<sup>rd</sup> Grade

# Curriculum

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