



# Grade 3

## CURRICULUM OVERVIEW 2009~2010

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## Introduction

Welcome to the third grade! Your child will benefit from a well-planned, integrated learning experience. He will study about realistic fiction, fairy tales, and the author Beverly Cleary. The students will learn about Lake Forest, and Chicago while reading about local history. The study of Native Americans finds its way into reading selections, writing assignments, and projects. This is the year students begin procedural writing in math and science as they study finding area and perimeter, and building a musical instrument. Your child will continue the study of Latin, take the Illinois Standards Achievement Test (ISAT) for the first time, go to Open Lands, negotiate an obstacle course, and study the Sun and Moon. You will watch your child become more independent and begin to broaden a base of friends and express interest in exploring new topics and activities. You will marvel at the excitement on your child's face with every new discovery!

This online resource is designed to provide you with general information about the curriculum in Lake Forest District 67 and with information specific to third grade. This document is an overview containing goals, applications of learning, and a list of skills for language arts, mathematics, science, social studies, world language, fine arts, wellness, technology and information literacy. The standardized assessment and homework policy for the third grade are also included.

You will want to pay special attention to the learning Standards for all District 67 students. These standards are what your student should know and be able to do as he exits from the eighth grade. The standards in District 67 are high. The course of study over the last three years has been designed to bring your student to this school year well prepared to further achievement. The third grade program of studies is rigorous, based in best practice, interesting and engaging for you student. It is delivered by a highly qualified staff, who believe that all children can learn and who value the partnership with you to create an environment for your student's success.

If you have questions that extend beyond the information provided, contact your school office, or the office of the Executive Director of Student Learning. We would be happy to speak with you.

# Third Grade Overview



*All District 67 children will demonstrate critical and creative thinking through projects, activities, and assessments that include real-life applications as part of the study of each curriculum area.*

*All District 67 children planning to attend college will be well prepared to succeed in high school AP or honors coursework.*

### **LEARNING STANDARDS**

By the end of eighth grade the following will be achieved:

**Language Arts:** All students will demonstrate their ability to read critically above grade level and effectively write and speak for a variety of purposes and audiences.

**Math:** All students will master Algebra I and related concepts, acquire a foundation in geometry and apply those concepts to real-life problems.

**Science:** All students will master the scientific method and synthesize the themes and related concepts that unite life, physical, and earth sciences.

**Social Studies:** All students will be able to locate information, analyze resources, and apply concepts of government, culture, economics, geography, current and historic events, in order to practice civic competency.

**World Languages:** All students will master high school level one world language classes and apply those concepts to real life situations.

**Visual Arts:** All students will demonstrate the artistic skills needed to analyze works of art and express themselves creatively.

**Performing Arts:** All students will demonstrate the musical and dramatic skills to express themselves individually and cooperatively through singing, acting, playing instruments, oration, or movement activities.

**Information Literacy:** All students will be able to access, evaluate, and synthesize information in order to develop, publish, and present products using various technological resources to communicate to an audience.

**Wellness:** All students will show an increased level of fitness and be able to develop and implement an individual health and fitness plan that includes proper nutrition, cardiovascular endurance, appropriate training techniques and the ability to make healthy choices providing a foundation for life long fitness.

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### Language Arts

- ◆ Read a variety of fiction and nonfiction selections at the child's instructional level
- ◆ Read ability-appropriate materials with fluency and accuracy
- ◆ Read words with irregularly spelled suffixes (e.g., -ous, -ion, -ive)
- ◆ Use the cues of punctuation to create meaning and fluently read aloud from increasingly complex texts
- ◆ Use pacing and intonation to convey the meaning of clauses and phrases when reading aloud
- ◆ Raise questions about what the author is trying to say and use the text to help answer the questions
- ◆ Say how a story relates to real-life experience
- ◆ Discuss plot and setting
- ◆ Explain the motives of characters
- ◆ Speak in front of a group with appropriate volume, pace, eye contact, preparation, and poise
- ◆ Listen attentively to others in small and large group discussion
- ◆ Write and illustrate a narrative with beginning, middle, ending, pace, consistent point of view, consistent verb tense, and specific details
- ◆ Write expository and persuasive essays that include an introduction, two or three body paragraphs, and a conclusion
- ◆ Write a response to literature that shows connection with the story or character, specific support from the piece of literature, and an evaluation of the writing or character
- ◆ Use question, description, and exclamation leads in an expository or persuasive essay
- ◆ Use and spell correctly from memory all kindergarten, first, second, and third grade word wall words
- ◆ Write an informational report based on more than one type of resource; site title, author, and copyright of sources
- ◆ Underline titles of books, movies, and magazines
- ◆ Hyphenate two-syllable words
- ◆ Paragraph meaningfully to show change of place, time, or subject
- ◆ Demonstrate use of grammatical skills: identify subject and predicate of sentences; use past, present, and future tenses of regular and irregular verbs; and show subject-verb agreement
- ◆ Write fluently in cursive
- ◆ Use ending checklist to correct own writing
- ◆ Use questioning or a variety of planning strategies to generate writing ideas and support
- ◆ Outline to plan and organize ideas prior to writing
- ◆ Use a wider variety of transitions
- ◆ Use a rubric to direct writing
- ◆ Use published writing as a model for independent writing projects
- ◆ Read and comprehend unfamiliar words using root words, synonyms, antonyms, prefixes and suffixes
- ◆ Clarify word meaning using context clues and a variety of resources including glossaries and dictionaries
- ◆ Establish purpose for reading, make predictions, connect important ideas, and link text to previous experiences and knowledge
- ◆ Recognize different structures of nonfiction text to improve comprehension (e.g., compare/contrast)

**Language Arts (cont'd)**

- ◆ Use information to form questions and verify predictions
- ◆ Identify important themes and topics and give support with examples
- ◆ Make comparisons across reading selections
- ◆ Summarize context of reading materials using text organizations (e.g., beginning, middle, end, plot sequence, problem, conflict, and resolution)
- ◆ Describe the literary elements of theme, setting, plot, and character within literary works to create meaning
- ◆ Classify literary works as fiction or nonfiction
- ◆ Relate character, setting, and plot to real-life situations
- ◆ Respond verbally and in writing to literary materials by drawing conclusions and comparing them to personal experience, prior knowledge, and other text
- ◆ Identify common themes in literature from a variety of eras
- ◆ Write paragraphs that demonstrate appropriate use of eight parts of speech, accurate spelling, capitalization, and punctuation
- ◆ Write for a variety of purposes including description, information, explanation, persuasion, and narration
- ◆ Ask questions and respond to questions from the teacher and from the group members to improve comprehension
- ◆ Follow instructions accurately
- ◆ Use visually oriented and auditory-based media
- ◆ Present oral reports in an organized format using language and vocabulary appropriate to the message and audience
- ◆ Locate select and organize information from various sources for a specific purpose
- ◆ Cite sources used
- ◆ Write letters, reports, and stories based on acquired information
- ◆ Use print, non-print, human, and technological resources to acquire and use information
- ◆ Write a short presentation for a listening audience
- ◆ Identify various purposes for speaking
- ◆ Identify the role of situation, time, factor, and audience needs in topic selection
- ◆ Prepare and deliver oral presentations based on inquiry
- ◆ Understand and use an opening statement, developed middle, and closing for an oral presentation
- ◆ Present mid-length oral reports that clearly tell a story and provide details
- ◆ Utilize examples as a device to tell a story
- ◆ Connect ideas with helpful transitions

### Mathematics

- ◆ Compute using multi-digit addition with 80% accuracy
- ◆ Compute using multi-digit subtraction with 80% accuracy
- ◆ Compute using multi-digit subtraction with 80% accuracy
- ◆ Measure polygons to find perimeter
- ◆ Find area by counting squares
- ◆ Measure in metric using decimals
- ◆ Multiply using fact families through 10's including  $11 \times 11$  and  $12 \times 12$
- ◆ Divide using fact families through 10's including  $11 \div 11$  and  $12 \div 12$
- ◆ Identify patterns involving multiplication
- ◆ Identify patterns involving division
- ◆ Read, write, and compare numbers to 999,999
- ◆ Identify place value in decimals to thousandths
- ◆ Compare and order decimals
- ◆ Represent decimals by shading area of whole object
- ◆ Identify 3D figures: prism, cylinders, and pyramids
- ◆ Identify the number of faces and bases in 3D figures
- ◆ Identify quadrangles, parallelograms, rhombuses, and hexagons
- ◆ Identify segments, rays, lines
- ◆ Recite from memory multiplication facts through 10's and  $11 \times 11$  and  $12 \times 12$
- ◆ Recite from memory division facts through 10's and  $11 \div 11$  and  $12 \div 12$
- ◆ Write from memory multiplication facts through 10's and  $11 \times 11$  and  $12 \times 12$
- ◆ Write from memory division facts through 10's and  $11 \div 11$  and  $12 \div 12$
- ◆ Apply multiplication and division in story problems
- ◆ Identify the squares of numbers to 12
- ◆ Estimate with money to \$1,000.00
- ◆ Name the fractions that represent parts of a whole or set
- ◆ Write equivalent fractions
- ◆ Write fraction number stories
- ◆ Use multiplication and division facts with multiples of 10's and 100's

### Mathematics (cont'd)

- ◆ Multiply a one-digit number by a three-digit number with 80% accuracy
- ◆ Identify and use the terms: factor, divisor, quotient, product
- ◆ Apply multiplication of money in story problems
- ◆ Apply division of money in story problems
- ◆ Solve problems involving positive and negative numbers
- ◆ List equivalent names for linear, weight, and capacity in customary units
- ◆ Order and compare angles by size
- ◆ Find volume by counting cubes
- ◆ Tell time to the nearest minute
- ◆ Identify, describe, and extend simple geometric and numeric patterns
- ◆ Solve simple number sentences
- ◆ Solve problems involving pattern identification and completion of patterns
- ◆ Describe the basic arithmetic operations orally, in writing, and using concrete materials and drawings
- ◆ Find the unknown numbers in whole-number addition, subtraction, multiplication, and division situations
- ◆ Draw two-dimensional shapes
- ◆ Sort, classify, and compare familiar shapes
- ◆ Identify lines of symmetry in simple figures and construct symmetrical figures using various concrete materials
- ◆ Draw logical conclusions and communicate reasoning about simple geometric figures and patterns using concrete materials, diagrams, and technology
- ◆ Organize and display data using pictures, tallies, tables, charts, or bar graphs
- ◆ Answer questions and make predictions based on given data
- ◆ Formulate questions of interest and design surveys or experiments to gather data
- ◆ Analyze data, draw conclusions, and communicate the results
- ◆ Describe the concept of probability in relationship to likelihood and change
- ◆ Systematically list all the possible outcomes of a simple one-stage experiment

Science

- ◆ Construct questions on cause of season, phases of the moon, and sunrise/sunset based on observation
- ◆ Identify and explain natural cycles and patterns of the moon phases and seasons as related to the Earth’s tilt  
Construct models to demonstrate causes of the moon phases and seasons as related to Earth’s tilt
- ◆ Identify and describe characteristics of the sun, earth, and moon as familiar objects in the solar system
- ◆ Explain the apparent motion of the sun and stars
- ◆ Identify daily, seasonal, and annual patterns related to the Earth’s rotation and revolution
- ◆ Identify easily recognizable star patterns through use of the Star Lab
- ◆ Group questions into testable and non-testable questions
- ◆ Explain the effect of the rotation and the revolution of the Earth
- ◆ Collect and compare data on rock samples through estimating, measuring, scratch test, and reaction to acid
- ◆ Demonstrate the use of accurate and detailed records for the identification of an unknown substance
- ◆ Construct charts and graphs to display data
- ◆ Use data to explain results or answer questions
- ◆ Demonstrate that vibrating objects produce sound
- ◆ Compare how sound travels through solids, liquids, and air
- ◆ Compare methods to amplify sound at the source and at the receiver
- ◆ Design and build a musical instrument
- ◆ Modify the musical instrument so it can simulate a three note tune  
Identify from previous observations possible ways to make a musical instrument
- ◆ Test and describe the properties of water as a solid, liquid, and gas
- ◆ Compare water quality using indicators
- ◆ Use data to demonstrate surface area effects on the rate of evaporation
- ◆ Use safety procedures in all science activities
- ◆ Use technology in science for a variety of purposes such as storage, retrieval, and communication of information
- ◆ Understand that reasoning can be distorted by feelings
- ◆ Seek reasons for believing things other than the assertion that “everybody agrees” or “I just know”
- ◆ Understand that one way to make sense of something is to think how it is like something more familiar
- ◆ Apply classroom knowledge of long-term interactions of the Earth’s components such as glaciers, water, and erosion during a Lake Forest Open Land’s Ravine Trip
- ◆ Compare data with group and class members to validate observations
- ◆ Critique data having multiple observations of the same event to explain the results
- ◆ Report findings of the materials found in granite
- ◆ Report on instruction design, test process, and test results
- ◆ Design posters to demonstrate the safe way to conduct science activities

**Social Studies**

- ◆ Identify individual contributions to a community and participate in a service project
- ◆ Investigate Lake Forest history and present day community resources
- ◆ Explain the structures and functions of the political systems of Lake Forest
- ◆ Describe the different levels of Lake Forest government
- ◆ List and explain ways students can be participating citizens in their community
- ◆ Identify goods and services provided by the local government/community
- ◆ Investigate the development of significant local events (e.g., Lake Forest Days)
- ◆ Research and summarize the changes that have taken place in Lake Forest and/or Market Square over time
- ◆ Classify major social institutions in the community (e.g., retail, restaurants, public services)
- ◆ Explore the tribal culture and geography of the Native Americans
- ◆ Research the Native American tribal structure and explain how decisions were made within the tribe
- ◆ Examine how population and location changes and other factors altered the lives of Native Americans
- ◆ Compare the different Native American cultures and traditions
- ◆ Describe how human, natural, and capital resources are used to produce goods and services
- ◆ Explain why Native American tribes, the city of Lake Forest, and Chicago, were settled in certain locations
- ◆ Explain the contributions of individuals and groups who are featured in biographies, legends, folklore, and traditions
- ◆ Describe how people in hunting and gathering societies adapted to their respective environments prior to 1818
- ◆ Investigate tribal structure and how decisions were made in a given tribe
- ◆ Investigate and identify Native American traditions from a given region
- ◆ Describe how individuals interacted within groups to make choices regarding food, clothing, and shelter
- ◆ Explain Chicago history and geography
- ◆ Use geography skills in all units; identify and label Native American regions
- ◆ Explain the characteristics and purposes of maps and globes and be able to locate specific places using each
- ◆ Summarize why Native Americans settled in certain locations and explain how geography relates to the lifestyles of people of the community
- ◆ Use a variety of writing styles and products to demonstrate learned concepts

## SKILLS OVERVIEW

### World Language

- ◆ Recognize language patterns
- ◆ Respond appropriately to questions and commands in the target language
- ◆ Imitate pronunciation, intonation, and inflection including sounds unique to the target language
- ◆ Read words, phrases, and sentences and associate them with pictures
- ◆ Recognize nouns in both genders
- ◆ Form the third person singular and plural for verbs
- ◆ Recognize the comparative and superlative of adjectives
- ◆ Infer meaning of derivatives
- ◆ Describe people, activities, and objects relating to entertainment, military, medicine, and religion
- ◆ Use common forms of courtesy, greetings, and leave-takings appropriate to the time of day and relationship (adult, peer, parent)
- ◆ Identify deities and characters from mythology associated with the target language
- ◆ Identify different types of literature related to the target language
- ◆ Use primary media sources demonstrating aspects of the culture associated with the target language
- ◆ Demonstrate knowledge of archaeological evidence
- ◆ Demonstrate knowledge of geography in the ancient world
- ◆ Use target language to solve simple math exercises
- ◆ Use target language vocabulary to identify simple science terms referring to weather and nature (e.g., clouds, wind, trees, and common animals)
- ◆ Use target language vocabulary while participating in physical activities (e.g., games, and dances)
- ◆ Use target language vocabulary to identify common professions and occupations
- ◆ Develop better understanding of own language through comparison with the target language
- ◆ Understand some phrases, mottos, and abbreviations used in English
- ◆ Demonstrate the relationship of words from the target language to their derivatives
- ◆ Develop deeper understanding of own culture through comparison with the target language culture
- ◆ Compare and contrast aspects of own lives to people in the target language societies
- ◆ Recognize that cultural diversity has been an aspect of society from antiquity

## SKILLS OVERVIEW

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### Fine Arts

- ◆ Understand the sensory elements, organizational principles, and expressive qualities of the arts
- ◆ Identify differences in elements and expressive qualities (e.g., between fast and slow tempo; loud and soft dynamics; high and low pitch/direction; long and short duration; same and different form, tone, color or timbre, and beat).
- ◆ Identify the elements of line, shape, space, color, and texture; the principles of repetition and pattern; and the expressive qualities of mood, emotion, and pictorial representation
- ◆ Understand processes, traditional tools, and modern technologies used in the arts
- ◆ Relate symbol systems (e.g., icons, syllables, numbers and letters) to musical sounds
- ◆ Identify media and tools and how to use them in a safe and responsible manner when painting, drawing, and constructing
- ◆ Sing or play on classroom instruments a variety of music representing diverse cultures and styles
- ◆ Demonstrate knowledge and skills necessary to create visual works of art using manipulation, eye-han coordination, building, and imagination
- ◆ Know how images, sounds, and movement convey stories about people, places, and times
- ◆ Identify how the arts contribute to communication, celebrations, occupations and recreation
- ◆ Analyze how the arts function in history, society, and everyday life
- ◆ Know how images, sounds, and movement convey stories about people, places and times

## SKILLS OVERVIEW

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### Wellness

- ◆ Catch an object while traveling, such as catch a football pass on the run
- ◆ Demonstrate body control in jumping and landing, such as land on feet, bend knees, and absorb force
- ◆ Perform sequence that includes traveling, showing good body control combined with stationary balances on various body parts
- ◆ Transfer weight along and over equipment with good body control
- ◆ Travel into and out of a rope turned by others without hesitating
- ◆ Demonstrate key elements in manipulative skills such as volleying, hand dribble, foot dribble, punt, striking with body part, racquet, or ball
- ◆ Identify the principles of movement (e.g., gymnastics and tumbling)
- ◆ Identify and apply rules and safety procedures in physical activities
- ◆ Identify offensive, defensive, and cooperative strategies in selected activities and games
- ◆ Describe the benefits of maintaining a health-enhancing level of fitness by learning about bones, health, and the benefits of exercise
- ◆ Participate in activities that develop and maintain muscular strength and endurance
- ◆ Describe and select physical activities
- ◆ Set a personal health-related fitness goal
- ◆ Accept responsibility for own actions in group physical activities
- ◆ Follow the daily rules
- ◆ Use equipment safely and properly
- ◆ Participate in various cooperative activities (e.g., Jurassic Eggs, and Nuclear Waste Transfer obstacle courses)
- ◆ Describe benefits of early detection and treatment of illness
- ◆ Identify positive personal hygiene behaviors related to disease prevention
- ◆ Analyze the essential food nutrients in promoting good health
- ◆ Describe and apply safety precautions when cycling and skating
- ◆ Identify potential risks associated with physical activity
- ◆ Select and use proper attire that promotes participation and prevents injury
- ◆ Identify peer pressure, media, and community pressures that may have positive and/or negative effects on health decisions
- ◆ Explain interrelationships, between the environment and individual health (e.g., pollution and respiratory problems, or sun and skin cancer)
- ◆ Analyze a variety of foods as a source of nutrients that provide energy for physical activity
- ◆ Explain how good nutrition can influence growth and development; define self-esteem and possible effects on health
- ◆ Discuss the power of peer pressure and gangs
- ◆ Demonstrate ways to communicate with care, consideration, and respect for others
- ◆ Describe key elements of a decision-making process
- ◆ Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs, or physical abuse and exploitation)

## TECHNOLOGY SKILLS OVERVIEW

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Technology Literacy is the process of teaching about the computer and other technologies to develop within students the technology skills needed to effectively make use of technology in other curricular areas.

Primary students in kindergarten through fourth grade receive instruction in the effective use of information tools. This instruction occurs as a part of an overall integrated process. Information Literacy is taught collaboratively between the Information Literacy Instructor and the classroom teacher. The information technology skills taught directly relate to content area curriculum and to classroom assignments.

At the fifth grade level students have a minimum of three full weeks of technology instruction focused on skills they will need in an upcoming unit. Sixth graders have technology instruction every other day for half the year. The topics covered in this instruction include but are not limited to: word processing, to facilitate written communications; multimedia presentation, to facilitate written, graphic and oral presentation; spreadsheet and database use, to develop the ability to access and manipulate information; and various Internet based activities. Keyboarding is an ongoing activity.

Seventh and eighth grade students taking elective computer courses receive daily instruction for a quarter. The basic technology literacy course at this level provides students the opportunity to review and enhance their typing skills while developing word processing skills and capabilities; for increased use of databases, spreadsheet and application; and for the use of telecommunications.

In addition to the basic technology literacy courses, students at the eighth grade level may also have the opportunity to study topics such as: multimedia presentation, web publishing, MIDI music, and video production.



## Testing

In third grade students will continue with their MAP (Measures of Academic Progress) testing and have their initial experience with the Illinois Standards Achievement Test or ISAT. We encourage parents, and ourselves, to help children develop a balance between doing own's best job on tests without becoming overly stressed. All tests are, after all, a snapshot of one day in a child's school career.

In both September and April third graders will take the NWEA Measures of Academic Progress on-line achievement test in these areas: reading, language usage, and mathematics. These tests measure student success in our own District 67 curriculum. The students are motivated by the computerized testing format to do a good job and give their attention to the test questions. As with any important assessment parents can assist their children by assuring that they are well-rested and nourished before the morning tests. Developing such a habit prior to important events will serve your child well throughout his/her school experience and life.

The MAP results will be mailed to you by the Assistant Superintendent of Student Services' office. Upon receipt of the results, individual questions should first be directed to your student's teacher and/or the school principal.

In March, our third graders will also take Illinois Standards Achievement Test (ISAT) in the areas of: Reading, Writing, and Mathematics. This series of tests measures our current students' progress on the State of Illinois curriculum standards. These results are scored by the state and will be mailed to you the following fall from the Assistant Superintendent of Student Services' office. Upon receipt of the results, individual questions should first be directed to your student's teacher and/or school principal.

If your student demonstrates or expresses anxiety about test-taking situations, reassure him that to some extent this is natural when we want to do well on a task. If anxiety concerns continue, contact your student's teacher. Together you can support your student in test taking strategies. If more pronounced concerns persist, the services of the school psychologist or social worker are available to your student to work on anxiety and stress relief strategies. We have highly qualified staff members in each school who are ready to work with you to help your student become a confident test-taker.

### ***NWEA Measures of Academic Progress (MAP) – September & April***

Reading Achievement  
Language Usage Achievement  
Mathematics Achievement

### ***Illinois Standards Achievement Test (ISAT) – March***

Reading  
Math  
Writing

## HOMWORK POLICY

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### Policy 6.290 - Homework

Homework is to be done independently outside regular class time. The type, frequency, and quantity of independent work will be based on the learning to be accomplished and the needs of the individual student as determined by the professional judgment of the teacher. Homework will reinforce, or be an application of, the classroom instruction and shall not be used for disciplinary purposes.

#### **The purpose of homework will be to extend learning through:**

- ◆ Reinforcement of skills presented in class
- ◆ Preparation for future class work
- ◆ Extension of ideas or concepts
- ◆ Creative or personal expression related to learning
- ◆ Application of knowledge or skills
- ◆ Completion of class work

#### **Benefit to students:**

- ◆ Communicate to the students that learning takes place all the time, not just in school
- ◆ Develop responsibility and study skills
- ◆ Reinforce academic skills
- ◆ Increase retention

#### **Professional staff responsibilities:**

- ◆ Provide timely feedback on the product and the demonstration of responsibility
- ◆ Provide direction and instruction to enable the student to work sent home

#### **Student responsibilities:**

- ◆ Bring directions and appropriate materials home
- ◆ If there are questions, ask the teacher before going home
- ◆ Complete work on time
- ◆ Put forth effort required for quality work

#### **Principal/Administration responsibilities:**

- ◆ Facilitate articulation regarding homework between and within grade level reviewing areas such as type and frequency
- ◆ Provide in-service support to staff and parents

#### **Parent responsibilities:**

- ◆ Provide support through organization of time, space, and materials for homework
- ◆ Foster independence by allowing the child to own his/her work

Adopted: April 8, 1997

NOTES