

Elementary Curriculum Outline



Grade 3

East Hills/Harbor Hill Schools Third Grade Program Overview

Third graders enter as primary level students but leave prepared for the intermediate grades. The children are continuing the transition to independent students.

There are many changes throughout the year. Third graders should become progressively more responsible for themselves and their work from September to June. This independence will help them become more secure in their own abilities and enable them to take a more active role in their own learning. Many of the content areas have a spiraling curriculum that builds upon itself. This gives the children the opportunity to master that which they have previously learned while continuing to grow.

The children continue to recognize and accept the inseparable relationships among reading, writing, listening and speaking. They read for enjoyment and information, express their own thoughts verbally and in written form, and ask relevant questions.

The students are involved in inquiry within a structured math, science and technology program geared to fostering critical thinking and problem solving.

The students' abilities are evaluated through formalized state assessments in English Language Arts (ELA) in January and Mathematics in March.

The third graders build an awareness of family and community, and they learn to embrace and celebrate diversity. They "learn to learn" in preparation for a lifetime of learning.

EAST HILLS/HARBOR HILL SCHOOLS THIRD GRADE PROGRAM OUTLINE

Reading/Language Arts

The third grade Reading/Language Arts Curriculum is directly aligned with and supports the New York State English, Language Arts Standards (ELA):

- Standard 1: Language for Information and Understanding
- Standard 2: Language for Literary Response and Expression
- Standard 3: Language for Critical Analysis and Evaluation
- Standard 4: Language for Social Interaction

Reading and language arts instruction in third grade in the Roslyn School District is a literature-based approach empowering children to become effective readers.

Third Graders' accomplishments include the following:

(Taken from the *Essential Elements of Reading*, The University of the State of New York, THE STATE EDUCATION DEPARTMENT)

- Read aloud with fluency and comprehend any text that is appropriately designed for the grade level.
- Use letter-sound correspondence knowledge and structural analysis to decode words.
- Read and comprehend both fiction and nonfiction that is appropriately designed for the grade level.
- Read longer fictional selections and chapter books independently.
- Take part in creative responses to texts such as dramatizations, oral presentations, fantasy play, etc.
- Can point to or clearly identify specific words or wordings that are causing comprehension difficulties.
- Summarize major points from fiction and nonfiction texts.
- When interpreting fiction, discuss underlying theme or message.
- Ask how, why, and what-if questions when interpreting nonfiction texts.
- When interpreting nonfiction, distinguish cause and effect, fact and opinion, main idea and supporting details.
- Use information and reasoning to examine bases of hypotheses and opinions.
- Infer word meaning from root, prefixes, and suffixes.
- Correctly spell previously studied words and spelling patterns in own writing.
- With some guidance, use all aspects of the writing process in producing own composition and reports.
- Independently review work for spelling, mechanics, and presentation.
- Produce a variety of written works (e.g., literature response, reports, published books, and semantic maps) in a variety of formats including multimedia forms.

Within these activities, the emphasis is on the reinforcement of manuscript writing and the transition from manuscript to cursive writing.

Social Studies

The grade 3 Social Studies program is directly aligned and supports the applicable NYS Standards for Social Studies.

- Standard 1: History of the United States and New York
- Standard 2: World History
- Standard 3: Geography
- Standard 4: Economics
- Standard 5: Civics, Citizenship, and Government

There is an emphasis on sensitizing students to accept their active roles as members of a family, school, and community. The students explore self, family and school through social, political, economic, geographic, and historical perspectives. Discussion and activities concerning current events are an integral part of understanding the world and their part in it. Students will study communities around the world with emphasis on the geography of the interdependent world in which we live – local, national, and global.

The children will:

(taken from the *Social Studies Resource Guide with Core Curriculum*, The University of the State of New York, THE STATE EDUCATION DEPARTMENT)

- Explore cultures and civilizations through legends, folktales, biographies, and historical narratives.
- Discover the similarities and differences of the communities around the world.
- Locate world communities through the interpretation of geographic representations.
- Determine the cause and effect of physical, human, and cultural characteristics of world communities.
- Recognize how lifestyles in world communities depend on environmental and geographic factors.
- Define and apply the concept of interdependence as the students explore the use of natural resources and economic growth.
- Discuss the celebrations of various holidays and festivals.
- Recognize monuments and memorials as symbols of nations.
- Process the selection of community leaders, development of rules, laws, rights and responsibilities.
- Compare governments around the world.

Mathematics, Science and Technology

The Mathematics, Science and Technology programs in Roslyn align and support the NYS Standards (MST):

- Standard 1: Analysis, Inquiry and Design
- Standard 2: Information Systems
- Standard 3: Mathematics
- Standard 4: Science
- Standard 5: Technology
- Standard 6: Interconnectedness: Common Themes
- Standard 7: Interdisciplinary Problem Solving

Mathematics:

Third graders focus on building basic skills that prepare students for future activities in mathematical reasoning, number and numeration, operations and measurements. Real world settings, hands-on activities, and manipulatives will be used frequently. Students will be required to verbalize and provide written explanations of how answers were derived as required on the state mathematics assessment.

Third graders are involved in:

(taken from the *Mathematics Resource Guide with Core Curriculum*, The University of the State of New York, THE STATE EDUCATION DEPARTMENT)

- Drawing pictures, diagrams, and charts, to represent problems.
- Using concrete objects, diagrams, charts, tables, and number lines to problem solve.
- Identifying missing information in a word problem.
- Relating fractions and decimals to the monetary system.
- Extending place value to the millions.
- Adding and subtracting of whole numbers less than one million.
- Multiplication and division of facts through 144.
- Commutative property and Associative property: addition and multiplication.
- Designs and patterns with geometric figures.
- Grids (ordered pairs/coordinates).
- Comparing temperature and heights over time.
- Lines of symmetry.
- Time to five minute intervals.
- Organize statistical data from graphs, polls, charts, and surveys.
- Rounding numbers and estimation.
- Determining the probability of simple events/spinners.
- Solve open sentences with missing information.

Science:

In exploring the physical world, third grade students investigate:

- Water and land habitats-exploring the relationship between the plants and animals of each.
- Solar System and the Moon.
- Motion and electricity as forms of energy, basic electric circuits, how energy relates to motion of objects.
- Compare/contrast food chains: animals, plants, soil, water, climate, and air.
- Life cycles of plants and animals.
- Starlab-studying the universe, the stars as we see them from earth.

The classroom teacher and science teacher plan and work together on each grade level topic in order to provide the students with both concept material and hands-on exploration using these concepts. Emphasis is placed on learning through the steps of the scientific method.

Computer Program:

The computer program is a collaborative effort between the computer teacher and the classroom teacher. Enriched activities have been planned to integrate the classroom curriculum into the computer lab. The utilization of the Internet and application software will be emphasized through the lessons. This year a slide show project will be completed.

The computer program will be supplemented with the same software and Internet access for the classroom.

Family Life, Health and Physical Education

The third grade programs in Health and Physical Education are aligned with and support the NYS Standards:

- Standard 1: Personal Health
- Standard 2: A Safe and Healthy Environment
- Standard 3: Resource Management

Health Education:

Our health curriculum helps students work towards achieving a healthy lifestyle by providing current and age-appropriate information. The curriculum prepares students for a lifetime of good health while developing their life skills and building good character. In addition, the health curriculum is aligned with our district wellness and food allergy policies. Students are introduced to state mandated information concerning HIV/AIDS.

Physical Education:

The Physical Education Department enhances the growth and development of each student by providing experiences and challenges in the following areas:

- gross motor skills
- manipulative skills
- motor skills
- body and spatial awareness
- social and cooperative skills
- listening skills
- rhythm and dance
- safety
- fitness awareness
- organizational games

Library:

The library program builds upon previous knowledge and serves as an introduction to research skills. Students meet with the library media specialist once a week for thirty minutes and again once every two weeks for an additional thirty-minute period of research instruction. During these times, students begin to learn how to utilize different reference sources, continue to develop an appreciation for different types of literature and continue to demonstrate knowledge and responsibility of locating and utilizing library resources.

The library research program is designed to introduce information seeking skills to grade three students. The students will utilize various print and media resources to locate, evaluate and apply information to several curriculum based research projects. This program is planned in collaboration with the grade three teachers.

“Open Time” is available each morning to children for browsing, book exchange and research.

Art and Music Programs

The art and music programs for the third grade align with and support the NYS Standards:

- Standard 1: Creating, Performing and Participating in the Arts
- Standard 2: Knowing and Using Arts Materials and Resources
- Standard 3: Responding to and Analyzing Works of Art
- Standard 4: Understanding the Cultural Contributions of the Arts

Appreciation of art and music are an integral part of the following programs:

Art:

The main objective of the Art Program is to provide opportunities for children to work creatively using a wide variety of mediums. Projects involve proportion, imagination, changing seasons and the environment.

Music:

The goal of the vocal music program is to inspire students to develop musical abilities through the use of simple percussion instruments, listening activities, and movement to rhythmic patterns.

Students will experience triple meters and begin to read notes of the treble staff. Through the use of the instruments and soprano recorder, students will read and play B-A-G-E.

Home-School Connection

The link between home and school is vital for all students. Strong ties can be established and maintained throughout the grades when they begin in the primary grades. Homework, discussion about field trips, and on-going communication between parent and teacher in the form of conferences and report cards are opportunities to strengthen this home-school connection. When and if concerns do arise, the student, teacher, and parent are all on the same team.

Homework:

Homework assignments are a reinforcement or extension of classwork. In primary grades, it is an opportunity to establish good study habits and skills, as well as develop a sense of pride in their work. Parents should encourage young learners to fulfill this academic responsibility by completing all assigned work. Mutually setting up a schedule for homework and long-term projects is a way to let your child know that his/her work is important to you. In this way, s/he can do his/her personal best.

It is important that your child has:

- A quiet, well lighted, distraction-free space in which to work
- Time which is set aside for completing homework
- Pencils, crayons, ruler, paper, and other basic supplies
- Organizational aids that will keep work neat and accessible:
 Folders / book bag / pencil case / assignment calendar

Field Trips:

Students are involved in field trips that enrich classroom experience. Parents are notified of specific trips and asked to sign a consent form with emergency contact information. Discuss these adventures with your child to enhance his/her learning as s/he shares experiences with you.

Special Programs

ESL (English as a Second Language)

The make-up of today's classrooms reflect the racial, linguistic, and cultural diversity of the world. Creating a classroom environment in which students' cultures are acknowledged and valued is a fundamental characteristic of the ESL/LEP program designed and implemented by the Roslyn School District.

Through immersion in the classroom, receptive and communicative competence is fostered. Instructional services and personal support are provided by a language development instructor. The ESL teacher offers language acquisition techniques in the form of a pull-out program that further promotes understanding and leads to more opportunities for verbal interaction both academically and socially.

Developmental Reading and Mathematics Program

The Roslyn School District offers comprehensive developmental reading and mathematics programs providing intervention through intensive direct instruction reinforcing academic skills. A variety of strategies and techniques are introduced based on each child's learning style.

Our reading and math specialists work in a collaborative partnership with the classroom teacher to ensure that each child is consistently monitored and evaluated. Children in these programs meet in specially designed small group settings. Teaching strategies and instructional materials parallel and support classroom instruction.

Special Education

Students with disabilities who are designated to receive special education services are educated in the least restrictive environment (LRE). This legal principle encourages the integration/inclusion of students with disabilities into regular classrooms, according to their Individual Educational Plans (IEPs).

The individual needs of each student are determined by the Committee on Special Education (CSE) made up of professional educators and parent representatives. The areas addressed through this program design are:

- Academic or educational achievement
- Social development
- Physical development
- Behavioral/management needs

Supportive services may include:

- Regular class placement with resource room assistance
- Speech/language therapy
- Physical therapy (total physical functioning)
- Occupational therapy (fine motor skills)
- Adaptive physical education (therapeutic)
- In-school counseling (individual or group)
- Itinerant services (visual/hearing impairments)

Standards and Assessments

The Roslyn Schools are dedicated to the education of the children in our classrooms. Programs are carefully planned to embrace each unique learner. Diverse learning styles require a variety of instructional approaches to ensure student success. Assessments (e.g. evaluations, individual and group work, tests, portfolios, projects) are an integral part of the curricula in all grades to determine student performance and needs. On-going evaluation and individualized instruction, when needed, ensures that each student's work indicates that s/he is prepared for a variety of state assessments in grades 3 – 8.

The New York State Resource Guides with Core Curricula, provide teachers with specific guidelines for each grade in each subject. The scope and sequence in each content area continues to be updated by the state to align classroom instruction with the New York State Standards, listed on the next page. The standards, embedded in the curricula, offer a continuum of skills and performance indicators in seven areas:

- English Language Arts (ELA)
- Social Studies (SS)
- Mathematics, Science and Technology (MST)
- Health, Physical Education, and Home Economics (HPE)
- The Arts
- Languages Other Than English (LOTE)
- Career Development and Occupational Studies (CDO)

Each state assessment is designed to be an early indicator of how well students are meeting these standards.

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

- John Lubbock

New York State Learning Standards

Below is a summary of the learning standards adopted by the Board of Regents. They define the expectations set for all students in the seven instructional areas and provide the focus for the new state assessments for grades pre-K through 12.

The Arts

- Std. 1: Creating, Performing and Participating in the Arts
- Std. 2: Knowing and Using Arts Materials and Resources
- Std. 3: Responding to and Analyzing Works of Art
- Std. 4: Understanding the Cultural Contributions of the Arts

Career Development and Occupational Studies

- Std. 1: Career Development
- Std. 2: Integrated Learning
- Std. 3a: Universal Foundations
- Std. 3b: Career Majors

Health, Physical Education, and Home Economics

- Std. 1: Personal Health and Fitness
- Std. 2: A Safe and Healthy Environment
- Std. 3: Resource Management

Languages Other Than English

- Std. 1: Communication Skills
- Std. 2: Cultural Understanding

Social Studies

- Std. 1: History of the United States and New York
- Std. 2: World History
- Std. 3: Geography
- Std. 4: Economics
- Std. 5: Civics, Citizenship, and Government

Mathematics, Science, and Technology

- Std. 1: Analysis, Inquiry and Design
- Std. 2: Information Systems
- Std. 3: Mathematics
- Std. 4: Science
- Std. 5: Technology
- Std. 6: Interconnectedness: Common Themes
- Std. 7: Interdisciplinary Problem Solving

English Language Arts

- Std. 1: Language for Information and Understanding
- Std. 2: Language for Literary Response and Expression
- Std. 3: Language for Critical Analysis and Evaluation
- Std. 4: Language for Social Interaction