

# **Katonah-Lewisboro School District**

## **Curriculum Guide**

### **Third Grade**

**2017-2018**



# THIRD GRADE CURRICULUM OVERVIEW

The district curriculum is based on the current New York State Learning Standards.

## **English Language Arts and Literacy: K-5**

The Katonah Lewisboro School District is committed to using a balanced literacy approach which includes explicit instruction and opportunities for students to develop skills and strategies in the areas of reading, writing, listening, and speaking.

Students engage in a comprehensive literacy program which includes the following components of effective instruction.

<b>Reading Instruction</b>	<b>Writing Instruction</b>
Reading Workshop <ul style="list-style-type: none"><li>- Mini-lesson (explicit instruction includes modeling and demonstration)</li><li>- Independent reading</li><li>- Small group instruction (guided reading and strategy lessons)</li><li>- Share</li></ul> Read Aloud Shared Reading Word Study – phonics, spelling, and vocabulary	Writing Workshop <ul style="list-style-type: none"><li>- Mini-lesson (explicit instruction includes modeling and demonstration)</li><li>- Independent writing</li><li>- Conferring</li><li>- Small group instruction</li><li>- Share</li></ul> Shared and Interactive Writing Mechanics, spelling, grammar, and punctuation

Our **reading curriculum** includes a balance of literature and nonfiction (informational text). Students read daily to improve their fluency, comprehension, and stamina. The level of text complexity increases throughout the K-5 years, and assessments are used to match students with appropriate texts. Additionally, students are taught how to self-select texts for identified purposes and enjoyment. Explicit instruction focuses on foundational skills, fluency, and comprehension.

The **writing curriculum** includes three main types of writing: narrative, informational, and opinion. Students write daily to improve their stamina, volume, and craft. Writing occurs across the curriculum and for a variety of purposes. Students engage in both the writing process and on-demand experiences.

**Speaking and listening** are also important components of the literacy program. Students are taught how to effectively communicate with each other, engage in opportunities to think critically, and talk with each other about content, strategies, and original ideas.

### **Third Grade:**

This is a pivotal year for third graders as they transition from learning to read to reading to learn. By practicing with learning-to-read strategies, children will develop their fluency and reliably be able to make sense of multi-syllable words in books. Children will come to appreciate figurative language and how words are related to others. Recognizing and understanding words will help children read increasingly challenging stories and texts and build knowledge about the world around them. By the end of the year, children will be writing clear sentences and paragraphs on a range of topics, drawing on an expanding vocabulary.

The word work program, *Fundations*, continues to provide the scope and sequence for a systematic approach to build upon the basic skills that were learned in the previous years. The focus on word work extends to explicit instruction of advanced word structures and spelling rules. Daily activities provide opportunities for practice in order for skill application to transfer into reading and writing. Throughout the year, assessments monitor student progress and are used to determine appropriate instruction for students. In handwriting, the proper formation and connections for each letter in cursive form is taught.

#### ***A sample of what your child will be working on in third grade includes:***

- Reading closely to find main ideas and supporting details in a story (text evidence)
- Describing the logical connection between particular sentences and paragraphs in stories (e.g., first, second, third; cause and effect)
  - Engaging in a writing unit of study: ***Crafting True Stories***: Students write a personal narrative using the writing process, with increasing emphasis on drafting and revising their work.
  - Engaging in a writing unit of study: ***The Art of Information Writing***: Students write chapter books that synthesize a wide variety of information and learn to section their topics into subtopics.
  - Engaging in a writing unit of study: ***Changing the World: Persuasive Speeches, Petitions, and Editorials***: Third-graders use their newfound abilities to gather and organize information to persuade people about causes and issues that are important to their lives.
- Comparing the most important points and key details presented in two books on the same topic
- Writing stories that establish a situation and include details and clear sequences of events that describe the actions, thoughts and feelings of characters
- Independently conducting short research projects that build knowledge about various topics
- Asking and answering questions about information they hear from a speaker or while participating in classroom discussions, offering appropriate elaboration and detail that build on what others have said

- Reading stories and poems aloud fluently without pausing to figure out what each word means
- Distinguishing the literal and non-literal meanings of words

## **MATHEMATICS**

The Katonah Lewisboro School District has adopted the hands-on and minds-on K-6 Math Curriculum enVisionmath2.0 as the instructional resource to use within our math workshop model. Students explore grade level concepts with engaging materials, manipulatives, videos, online access and interdisciplinary activities that support student learning. The program is organized to promote focus and coherence each day. Assessments provide meaningful feedback to support student learning. The comprehensive program focuses on Common Core Clusters, develops understanding, and most importantly, connects mathematical content and processes. Learning is also supported through small group and collaborative activities.

In third grade, students will represent and solve problems involving multiplication and division. They will understand the properties of multiplication and the relationship between multiplication and division. They will multiply and divide within 100. Students will represent and interpret data. They will understand concepts of area and relate area to multiplication and division. They will use place value understanding and properties of operations to perform multi-digit arithmetic. The students will solve problems involving the four operations, and identify and explain patterns in arithmetic. They will develop an understanding of fractions as numbers. Students will reason with shapes and their attributes. The Common Core Domains used in grade three are Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations in Fractions, Measurement and Data, and Geometry.

**The Common Core Learning Standards focus on the Mathematical Practices listed below:**

- **Make sense of problems and persevere in solving them**
- **Reason abstractly and quantitatively**
- **Construct viable arguments and critique the reasoning of others**
- **Model with mathematics**
- **Use appropriate tools strategically**
- **Attend to precision**
- **Look for and make use of structure**
- **Look for and express regularity in repeated reasoning**

## **SCIENCE**

The Science and Technology Concepts Program (STC) was adopted in the summer of 2012. STC was developed by scientists and experienced educators working with the National Science Resources Center (NSRC). The NSRC was established by the National Academies and the Smithsonian Institution. The STC program is aligned with National and State Standards for Science instruction.

The STC program is inquiry based. Questions are asked of students, and some questions are crafted by students as they explore and learn. Students independently and cooperatively work to conduct investigations, make predictions, record data, reflect on and share findings, and apply the skills and knowledge they gain to new situations.

The STC program has age appropriate concepts and skills embedded in each unit. Meaningful connections are made with other disciplines, and from unit to unit and grade to grade. Units include identified resources for informational texts that are aligned with the ELA Common Core Curriculum. These informational texts, in which reading selections are relevant to the topic itself, will further help students make connections to concepts. A clear scope and sequence ensures that as students proceed through the program, they will be well grounded in the different areas of study: life science, earth science, and physical science.

***Topics include:***

**1. Electric Circuits**

Students investigate electricity by creating an electric circuit and discovering that circuits provide light, heat, and energy. Students problem solve using circuit testers and build and compare parallel and series circuits. Finally, students design and construct a model house to demonstrate their understanding of electric circuits.

**2. Plant and Growth Development**

Students plant their own seeds to begin an eight week inquiry into the life cycle of a simple plant. Students observe germination and maturation while learning about the specific parts of a plant and the function each serves. Students care for seedlings and they learn that plants need light, soil, nutrients from soil, and water to survive.

**3. Rocks and Minerals**

Students observe the properties of rock samples and sort them based on their properties. They act as scientists when they conduct tests to determine luster, hardness, color, and ability to transmit light. In addition, students create a Mineral Field Guide of their observations, record data, and draw conclusions based on evidence.

**SOCIAL STUDIES**

Social Studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the district's program, Social Studies provides coordinated, systematic study that draws upon all of the other disciplines as well as anchored in the New York State Common Core Standards for Literacy and Writing and the New York State Learning Standards for Social Studies. The primary purpose of the Social Studies program is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

**The five learning standards, adopted by New York State provide the overall foundation for the Social Studies Curriculum. Each unit of study is derived from and/or aligned to these standards.**

**Standard 1: History of the United States and New York**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.

**Standard 2: World History**

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

**Standard 3: Geography**

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environments over Earth’s surface.

**Standard 4: Economics**

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and nonmarket mechanisms.

**Standard 5: Civics, Citizenship, and Government**

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental systems of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.

In third grade social studies, students study the geography, history, economy, and culture of communities around the world. They locate world communities and learn how different communities meet their basic needs and wants. The five social studies standards form the basis for this investigation as students build on and reinforce concepts that they learned while studying communities in the United States (Grade Two). They study Western and non-Western examples from a variety of geographic areas. Students learn about communities that reflect the diversity of the world’s people and cultures (Brazil, China, and Kenya). Emphasis is placed on studying people from different regions of the world and how geography affects their culture and economics. Students also begin to learn about historic chronology by placing important events on timelines. Finally, they begin to examine the roles of citizens and their responsibilities as global citizens. The program is also supported by the regional BOCES curriculum.

## **HEALTH**

The health program, *The Great Body Shop*, is designed to promote behaviors that foster better health. Though students study similar topics at each grade, the depth of content and complexity of ideas vary from grade to grade. All students study growth and development, nutrition, safety, illness prevention, substance abuse prevention, personal safety, family life, and community health.

### ***Topics include:***

- Safe at Home, Safe Away
- The Better to See You
- Let's Eat
- Community Health
- I Like Your Attitude
- Your Family, My Family
- Saying No To Smoking, Drinking, and Drugs
- Things You Might Catch
- When Bodies Have Problems
- Finding Out About Bones

## **TECHNOLOGY**

Rather than being a separate program, technology is seen as a tool to enhance student learning and is, therefore, integrated throughout the curriculum. Students have access to technology tools in the classroom, library media center, and computer lab.

### ***Students:***

- Understand and practice responsible use of technology systems and information
- Use technology tools to enhance productivity and creativity
- Use a variety of media formats to communicate information and ideas effectively
- Use technology resources for solving problems and making informed decisions

### ***In addition to previously learned skills, in third grade students:***

- Demonstrate proper keyboarding techniques
- Understand and identify network printing/printers
- Demonstrate file saving and retrieval from different drives
- Retrieve and edit a word processed document
- Use electronic databases to locate information

## **LIBRARY MEDIA**

The Katonah-Lewisboro Library Media Program is designed to foster a love of reading and teach the skills that enable students to become effective and efficient users and producers of information. Student exploration of technology for learning and information is a key component of the library curriculum. The library media program integrates skills into all content areas at each grade level. These skills are taught in collaboration with the classroom teacher in the context of the curriculum. The three main areas of emphasis in the library media program are:

### **The Information Problem-Solving Process**

- Formulate appropriate questions
- Locate applicable sources
- Analyze and evaluate information retrieved
- Synthesize learning
- Evaluate the problem-solving process
- Clearly present their findings.

### **Literature Appreciation**

Students acquire an appreciation of a wide range of literature in a variety of formats.

### **Technology**

Students develop the ability to use the tools necessary to access and communicate information.

### ***Third grade students:***

- Use the OPAC (automated catalog) to locate resources
- Read and understand the characteristics of a variety of literature genres
- Use the research process to explore a topic of study
- Use non-fiction features to facilitate information use
- Use appropriate technology to locate and collect information from a variety of sources
- Use age appropriate multi-media
- Demonstrate age appropriate digital citizenship

## **ART**

The elementary art curriculum allows students to focus on a variety of drawing and painting skills and two-dimensional design in the atmosphere of a traditional *atelier* while adhering to the canon of fine arts as well as the New York State Learning Standards for Visual Arts.

Through the paradigm of art history and criticism we will focus on the elements and principles of art and design with an emphasis on composition and creative problem solving.

Across all grade levels, there is an emphasis on STREAM (Science, Technology, Research, Engineering, Art/Design, and Mathematics). From architectural design to perspective study, to color and value theory and three-dimensional design, STREAM is interwoven and is coming more to the forefront of visual art education.

Students will create projects that apply these skills to a linear (one and two-point) perspective, full color drawing; a still life painting, landscape painting and portraiture.

Students are required to complete projects and sketchbook assignments. Successful students are willing to be creative, take risks, show evidence of effort and master visual language and cognitive skills.

## **MUSIC**

The Katonah-Lewisboro music department offers a sequential based general music curriculum at every grade level. Students will begin learning concrete musical ideas that gradually move toward the abstract as they advance through each grade level. Certain musical concepts and skills will be taught every year, and through spiraling, new skills and concepts will be introduced. In addition, students will gain an understanding of how music correlates to other academic subject areas through authentic and meaningful musical experiences.

These musical experiences are, but not limited to:

- Listening; to practice critical auditory and thinking skills essential to a successful and comprehensive musical education.
- Creating; by encouraging imagination in order to analyze and evaluate music as an expressive art form.
- Moving; to express the importance of music in a historical and cultural context.
- Reading and writing; to connect ideas with symbols, sound patterns, and other musical elements in order to promote music literacy.
- Singing and playing various instruments; to foster an appreciation of music through exciting opportunities to learn new musical and developmental skills.

Music in Grades K-5 is designed to actively engage students in the processes that constitute creation and performance in music, while developing an enthusiasm for music and an understanding of musical concepts. Our general music classes offer students the opportunity to enhance their musical knowledge through listening, creating, moving, reading and writing music, and singing and playing various instruments. The Katonah-Lewisboro music department is committed to providing all students with a comprehensive, rigorous and enjoyable music education.

## **PHYSICAL EDUCATION**

The physical education department places a strong emphasis on physical fitness at all levels. Students are introduced to age appropriate fitness concepts and skills which are emphasized in all grade levels.

*The K-5 curriculum encourages the development of the following in students:*

- Physical fitness (both cardiovascular and muscular-skeletal)
- Communication skills
- Cooperation
- Risk-taking
- Safety
- Self-initiative
- Leadership
- Trust
- Self-respect, as well as respect for others