

Anchor Pointe Elementary

Third Grade Curriculum Guide



INSPIRE ⚓ LEARN ⚓ ACHIEVE
TOGETHER

**Learning and
Growing Through
Every Season!**

Third Grade Curriculum Guide

As a school, we are committed to excellence in education. The standards that are embraced by the district are the building blocks upon which our curriculum is built. To start from the foundation then, here are the standards that are taught in the second through fourth grade. Some of these standards will be reviewed, others will be introduced, and yet others will be tested for mastery. Keep in mind that not all of these standards will be mastered this year, but *by the end of fourth grade!* Each grade level is responsible for different pieces, and so through a team effort, the standards will be met!

Reading Standards

- Students will develop and apply reciprocal communication skills.
- Students will use knowledge of phonetic and structural analysis to read, write, and spell grade-level text.
- Students will develop accuracy, phrasing, and expression while reading grade-level text
- Students will build literary, general academic, and content specific grade level vocabulary.
- Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade-level text.

Writing Standards:

- Students will apply the writing process to plan, draft, revise, edit and publish writing using correct spelling, grammar, punctuation, and other standard conventions appropriate for grade level.
- Students will write for a variety of purposes and audiences in multiple genres.

Mathematics Standards

MA 3.1.1 Students will represent and show relationships among positive rational numbers within the base-ten number system.

MA 3.1.2 Students demonstrate the meaning of multiplication with whole numbers.

MA 3.1.3 Students will compute fluently and accurately using appropriate strategies and tools.

MA 3.1.4 Students will estimate and check reasonableness of answers using appropriate strategies and tools.

MA 3.2.1 Students will identify characteristics and describe properties of two-dimensional shapes and three-dimensional objects.

MA 3.2.2 Students will identify distances on a number line.

MA 3.2.3 Students will draw all lines of symmetry.

MA 3.2.4 Students will create two-dimensional shapes and three-dimensional objects.

MA 3.2.5 Students will apply appropriate procedures and tools to determine measurements using customary and metric units.

MA 3.3.1 Students will represent relationships.

MA 3.3.2 Students will create and use models to represent mathematical situations.

MA 3.3.3 Students will identify and apply properties of whole numbers to solve equations involving addition and subtraction.

MA 3.4.1 Students will organize, display, compare, and interpret data.

MA 3.4.3 Students will find and describe experimental probability.

Science Standards

4.1.1 Students will develop an understanding of systems, order, and organization. Describe the parts that make up a system. Relate how the parts of a system affect the whole system.

4.1.2 Students will develop an understanding of evidence, models, and explanation. Use evidence gathered from an investigation to develop a scientific explanation. Create a model, graph, or illustration that represents an object, living thing, or an event in the student's environment. Explain and answer questions about the model created and how it represents a part of their environment. Use a variety of ways, such as sketches, charts, and graphs, to explain procedures or ideas.

4.1.3 Students will develop an understanding of change, constancy, and measurement. Describe observable changes, such as speed, pattern, shape, position, and size. Measure a change using appropriate tools and units of measurement.

4.1.4 Students will develop an understanding of form and function. Construct a device to perform a simple task and explain how it works.

4.2.1 Students will develop the abilities needed to do scientific inquiry. Ask a question about objects, organisms, and events in their surroundings. Plan and conduct a simple investigation. Employ simple equipment and tools to gather data and extend the senses. Use data to support explanations. Communicate procedures, results, and explanations of an investigation.

4.3.1 Students will develop an understanding of the characteristics of objects and materials. Classify objects by observable characteristics, such as shape, size and color. Investigate characteristics of common materials using tools, such as rulers, balances, thermometers, microscopes, and hand lenses. Observe that materials can change from solid to liquid to gas by heating and from gas to liquid to solid by cooling.

4.3.2 Students will develop an understanding of the position and motion of objects. Use reference points to describe the position of an object. Indicate an object's motion by tracing its position over time. Observe that the position and motion of objects can be changed by pushing or pulling. Demonstrate how sound is produced when objects vibrate. Change the pitch of sound by changing the rate of vibration.

4.3.3 Students will develop an understanding of light, heat, electricity, and magnetism. Distinguish between reflection and refraction of light. Recognize heat can be produced in many ways, such as burning, rubbing, or mixing one substance with another. Demonstrate heat can flow from one object to another by conduction. Use electricity to produce heat, sound, and magnetic effects. Demonstrate electrical circuits require a complete loop through which an electrical current can pass. Describe the physical properties of magnets.

4.4.1 Students will develop an understanding of the characteristics of living things. Describe the differences between plants and animals. Describe the various structures of plants and animals necessary for growth, survival, and reproduction. Describe internal causes of behavior, such as hunger, and external causes of behavior, such as changes in the environment, in living things.

4.4.2 Students will develop an understanding of the life cycles of living things. Describe the life cycle of an organism. Recognize inherited characteristics of living things, such as color and number of eyes. Recognize learned characteristics of living things, such as language or hunting food.

4.4.3 Students will develop an understanding of living things and environments. Diagram a food chain. Explain how environmental changes affect behavior and survival of living things.

4.5.1 Students will develop an understanding of the characteristics of earth materials. Identify characteristics of soils, rocks, water, and the atmosphere. List earth materials used by humans. Select the best earth material for a specific human use. Describe an ancient environment based on fossil evidence.

4.5.2 Students will develop an understanding of objects in the sky. Describe and observe how objects move in patterns, such as sun, moon, stars, and clouds.

4.5.3 Students will develop an understanding of the changes in the earth and sky. Describe how slow processes, such as erosion, and rapid processes, such as earthquakes, change the earth's surface. Describe changes in weather using measurable quantities, such as temperature, precipitation, and wind direction and speed.

4.6.1 Students will develop an understanding of technological design. Identify a simple problem. Propose a solution to a simple problem. Implement the proposed solution. Evaluate the implementation. Communicate the problem, design, and solution.

4.6.2 Students will develop an understanding of science and technology. recognize science as one way of answering questions and explaining the natural world. Recognize that technology, such as tools and techniques, uses scientific knowledge to solve problems.

4.6.3 Students will develop an understanding of the abilities to distinguish between natural objects and objects made by humans. Classify an object as either natural or manufactured.

4.7.1 Students will develop an understanding of personal health. Explain how the body uses food and how various foods contribute to health. Describe how different substances, such as tobacco, alcohol, and drugs, can damage the body and alter how it functions.

4.7.2 Students will develop an understanding of the types of resources. List examples of resources which are basic materials, such as air, water, and soil. List examples of resources produced from basic materials, such as food, fuel, and building materials. List examples of resources which are intangible materials, such as beauty, security, and quiet places. Research and report on the supply of various resources.

4.7.3 Students will develop an understanding of environmental changes. Distinguish between natural environmental changes and human influenced environmental changes.

4.7.4 Students will develop an understanding of how science and technology helps communities resolve problems. Research and explain how science and technology affect the quality of life.

4.8.1 Students will develop an understanding of science as a human endeavor. Research and report on the contributions to science and technology throughout history by men and women scientists of diverse cultures. Research and report on how science is used in different careers. Research and report on how current scientific discoveries illustrate that science is never finished.

Another important piece to our educational philosophy is in the area of Language Arts. The following is the Bennington Public Schools Language Arts Mission Statement, which will provide you with more information on our goals in this area as a school.

Bennington Public Schools Language Arts Mission Statement

Bennington Public Schools is committed to helping all students become successful readers, writers, listeners, and speakers.

Students will be provided with reading skills based on both the structure of language and the meaning of language in context that they can apply.

Bennington students will become independent readers, writers, listeners, and speakers through a balanced literacy instructional program.

Bennington's balanced literacy program will consist of:

- systematic & explicit instruction in:
 - o phonemic awareness
 - o phonics
 - o fluency
 - o vocabulary
 - o comprehension of both factual & fictional material
- reading aloud both student & teacher
- shared reading
- guided reading in flexible groups
- independent reading
- instruction in the Six-Trait Writing + 1 Model
 - o voice
 - o ideas
 - o word choice
 - o organization
 - o fluency
 - o conventions
 - o presentation
- modeled and shared writing
- interactive writing
- independent writing
- speaking instruction & opportunities
- listening instruction & opportunities

Now that you have seen what we emphasize as a district, let's hone it down a little bit to what is going on in the third grade, specifically!

READING

Reading Wonders is designed specifically for the State Standards for Reading/Language Arts. Combining research-based instruction with new tools to meet today's challenges, every component and every lesson is designed for effective and efficient instruction.

The program provides support for

- Building a strong reading foundation
- Accessing complex text
- Finding and using text evidence
- Engaging in collaborative conversations
- Writing to sources

Using a rich range of diverse print and digital media, *Wonders* provides the instructional support and materials that were created to teach the rigor, intent, and depth of the new State Standards.

The reading curriculum is based upon state and locally approved standards for learning. We will be reading a variety of different kinds of literature genres from the McGraw-Hill series *Wonders*. The reading series focuses primarily on text dependent questions and answers. This series allows for differentiation to best meet our students' needs. Our reading series integrates both reading and writing skills. Each unit of study has a theme. We incorporate reading, writing, and phonics into our reading lessons. We also integrate guided reading groups into our curriculum. *WONDERS* supplies guided reading books that correspond with the whole group lessons, however, from time to time we may use stories from our book room as well to further meet teaching objectives and student needs. These groups are very flexible and focus on each child's individual reading and phonics needs. Third graders complete a weekly vocabulary test and a response to reading a short answer essay. A unit test is administered on the 5th week of the reading unit to measure comprehension. Accelerated Reader (AR) is a supplemental program that allows students to practice comprehension skills.

Readers' Theatre—This is an important piece of our reading curriculum, as it develops fluency, public speaking experience, and reading with expression. Each month we will focus on a piece of literature that will be presented for a variety of audiences.

Literature Circles- As part of our preparation for 4th grade, 3rd graders will take part in literature circle novel studies. Students will read novels, actively participate in a discussion, and be responsible for carrying out a specific job related to the reading. This will take place sometime second semester.

MATH

The math curriculum is based upon state and locally approved standards for student learning. Our curriculum will be derived from Pearson math series. We will be doing a variety of activities using writing, literature, manipulatives, and problem solving. Students still need to learn their basic addition and subtraction facts. We will be learning multiplication and division facts this year as well. Each day we will have a math review. If your child has homework, it may be a review sheet on basic facts or current skills we are studying.

SCIENCE

The science curriculum is based upon state and locally approved standards for student learning, as with all subject areas. The curriculum being reviewed is from Scott Foresman along with additional teacher supplemented learning experiences. We will be covering life science, physical science, and earth science.

SOCIAL STUDIES

The social studies curriculum is based upon state and locally approved standards for student learning, as with all subject areas. Our curriculum will be taken from the Scott Foresman social studies series, along with additional teacher supplemented learning experiences.

SPELLING

Bennington Elementary has adopted the Sitton Spelling series. The students' instruction will focus on spelling patterns, writing application, and word analysis. There is not a weekly spelling list, but a list of priority words (provided in beginning of year packet). These words will be recycled periodically throughout the year to help your child become a proficient speller. Assessment will take place at the end of each Unit, which is approximately ten days. The students "spelling words" will be presented in the context of a story.

Keyboarding

Keyboarding Without Tears will be implemented as the Keyboarding curriculum. Keyboarding instruction will be introduced in Media and additional practice will be provided in the classroom.

Handwriting

The handwriting curriculum that the district has adopted is the Zaner-Bloser handwriting curriculum. We will be practicing our manuscript letters. Our main focus will be learning to write and read in cursive. We will be practicing this process in our daily work once we have learned the entire alphabet. Below you will see the rubric the third grade grading scale. Beginning-1 Progressing-2 Proficient-3 Advanced-4 Student writes with one or more of the Key to Legibility (Shape, Size, Spacing, Slant) at an acceptable level to make sure writing is easy. Student writes with two or more of the Key to Legibility (Shape, Size, Spacing, Slant) at an acceptable level to make sure writing is easy to read. Student writes with three or more of the Key to Legibility (Shape, Size, Spacing, Slant) at an acceptable level to make sure writing is easy to read. Student writes with four or more of the Key to Legibility (Shape, Size, Spacing, Slant) at an acceptable level to make sure writing is easy to read).

Writing

At Bennington Public Schools, 3rd grade curriculum will use 'Being a Writer' from the Center for the Collaborative Classroom. The students learn and apply elements of the following genres: narrative writing, expository nonfiction, opinion writing, poetry, and functional nonfiction. The writing program encompasses

the 6 + 1 trait writing model. The writing block is set up as a workshop model, writing every day and conferencing with peers and the teacher.

Spelling/Grammar

Bennington Public Schools has adopted the spelling curriculum from Wonders. The students' instruction will focus on spelling patterns, writing application, and word analysis. There is a weekly spelling list that the students will be tested over at the end of the week. The students spelling words will be presented as sentence dictation.

Our specialists additionally have a specific curriculum which they are responsible for. Here is a summary of the concepts taught in these areas.

Music

General/Vocal Music

Kindergarten – Grade 3

Content Standards

Music lessons teach the following sequentially from Kindergarten through third grade, throughout the year and the sequence of grades.

- ❖ Singing, alone and with others, a varied repertoire of music.
 - High, medium, low ranges
 - Sing a pentatonic song with pitch accuracy
 - Sing from a varied repertoire of songs
 - Sing songs from different cultures and different eras
- ❖ Reading and Notation of Melody and rhythm

Steady beat, no beat, fast, slow

Short and long sounds, silence and sound

Quarter notes, half notes, eighth notes, whole notes and corresponding rests, 2/4, 3/4, & 4/4 meters

Space notes, line notes, melodic contour, upward, downward, pitch names

Bar line, measure, double bar line, repeat sign, ties, phrases,

Accent, staccato, marcato, legato, syncopation

Loud, soft, pp through ff dynamic markings, cresc., decresc.

Pentatonic scale, major scale

Learn and use notes as pitches and rhythm on the music staff

Recognize when melodies move by step, skip or repeated notes

Learn pitch names

Sharps, flats, naturals, treble clef, ledger lines,

- ❖ Perform on unpitched instruments, recognize instruments by sight and sound

Play a steady beat on instrument

Play a rhythm to a known song

Use instruments properly

Play rhythm notation

Recognize instrument families of the orchestra and band

Introduce instruments from different cultures

- ❖ Introducing the structural components of form and harmony.

Same/ different, using pictures, icons, letter, patterns,

Call and response, question and answer, Introduction, Interlude

Sectional forms: AB, ABA, Rondo, Theme and Variations

Ostinato, round, countermelody, partner songs, harmony in 3rds & 6ths

- ❖ Composing, arranging and improvising melodies, rhythms, variations and accompaniments within specified guidelines as a class.

Listening to, analyzing, evaluating and describing music and music performances and styles

Listening to many different genres of musical style

Listening to or performing music of various cultures

- ❖ Understanding music in relation to history and culture.

PHYSICAL EDUCATION

The primary purpose of the physical education program is to provide students with the opportunities to gain the knowledge, understanding, and skills to practice healthy physical activities throughout their lives. All students are taught to work together and treat others with respect and good sportsmanship.

GUIDANCE AND COUNSELING

Guidance classes as well as small group lessons and individual guidance assistance are an integral part of the school curriculum. Guidance lessons are designed to promote student growth in three areas: social/emotional domain, academic/educational domain, and career/occupational domain. The school counselor works with staff and parents in various ways to support a positive school experience for all students.

ART Big Ideas

1. **Communicating**: People communicate ideas and feelings through art.

Concept 1. "Tell Your Story" - Artists share their stories by showing a single moment in time, an artwork can tell how people lived, what they did, and what they were like.

Concept 2. "Inside & Out" - Artworks are like windows to the ideas and experiences of other people, a way for artists to tell about themselves and their surroundings.

2. **Problem Solving**: People solve problems through art.

Concept 1. "Surprising Viewpoints" - Artists often show ordinary objects in ways that viewers might not expect.

Concept 2. "The Artist's Plan: Artists choose colors and materials carefully to create a mood or to help viewers see something in a whole new way.

3. **Connecting**: Art is a means of connecting people to the world.

Concept 1. "Special Places" - From calm oceans to busy city streets, artists have a unique way of interpreting their environment. (Looking at art from special places all around the world and beyond.)

Concept 2. "Old & New Ideas" - Throughout history, artists have adapted ideas from the past and from different cultures.

Focus

Elements

Line – Contour

Color – Color Wheel (Primary, Secondary, Intermediate, & Neutral)

Value – Shadows

Space – Three Dimensional

Form - Geometric

Principles

Pattern/Repetition – Repetition of an element of design

Big Ideas

4. **Communicating**: People communicate ideas and feelings through art.
Concept 1. “Tell Your Story” - Artists share their stories by showing a single moment in time, an artwork can tell how people lived, what they did, and what they were like.
Concept 2. “Inside & Out” - Artworks are like windows to the ideas and experiences of other people, a way for artists to tell about themselves and their surroundings.
5. **Problem Solving**: People solve problems through art.
Concept 1. “Surprising Viewpoints” - Artists often show ordinary objects in ways that viewers might not expect.
Concept 2. “The Artist’s Plan: Artists choose colors and materials carefully to create a mood or to help viewers see something in a whole new way.
6. **Connecting**: Art is a means of connecting people to the world.
Concept 1. “Special Places” - From calm oceans to busy city streets, artists have a unique way of interpreting their environment. (Looking at art from special places all around the world and beyond.)
Concept 2. “Old & New Ideas” - Throughout history, artists have adapted ideas from the past and from different cultures.

Focus

Elements

Line – Contour

Color – Color Wheel (Primary, Secondary, Intermediate, & Neutral)

Value – Shadows

Space – Three Dimensional

Form - Geometric

Principles

Pattern/Repetition – Repetition of an element of design

TECHNOLOGY

Kindergarten – Grade 6

Content Standards

Technology is taught sequentially from Kindergarten through sixth grade. New skills are introduced at each grade level. Mastery of age appropriate skills begins in second grade and continues on. Performance indicators have been determined for each grade and check lists have been developed to track the growth of skills for each student. Skills have been divided into 5 general areas with specific skills in each area.

Skills Mastered at Third Grade

- Proper way to exit a program
- Proper way to turn computer on and off
- Use proper body position for keyboarding
- Use of number and letter keys, shift key, and use of basic punctuation keys

- Use mouse to double click and drag
- Enter and delete text
- Understand wrap around text
- Use simple graphic software
- Access Teacher web sites
- Maneuver within web-based resources

SPANISH

Spanish will meet once a week, in the classroom, for twenty minutes. The students will review past concepts learned in second grade, and then progress forward in the language.

REPORT CARDS

Each quarter students will receive a report card. In third grade, students will have a percentage grade, which corresponds with a letter for the core subject areas of Reading, English, Spelling, and Math. The grade scale is as follows:

A+=99-100%	B+=91-92%	C+=84-85%	D+=75-76%
A=98-95%	B= 88-90%	C=79-83%	D=73-74%
A-=93-94%	B-=86-87%	C-=77-78%	D-=70-72%
F=69% and below			

Social Studies and Science grades will also be based upon a letter grade of O (Outstanding), S (Satisfactory), and N (Needs Improvement).

ASSESSMENT OF LEARNING

The school system assesses students according to procedures in its local assessment plan which meets the assessment requirements specified by the Nebraska Department of Education's Rule 10: *Regulations and Procedures for the Accreditation of Schools*.

Our students are assessed on the following tests:

Criterion-Reference Tests: These are given in the subject areas of reading, language arts, science, and math.

Standardized Tests: Terra Nova achievement tests are administered in the fall. Nebraska State Accountability Test (NeSA) will be given in both Reading and Math in the spring.

STATE READING AND MATH ASSESSMENTS:

Reading: NeSA (Nebraska State Accountability test) will be administered in the Fall electronically.

Math: NeSA (Nebraska State Accountability test) Graphing, Geometry, Telling Time, Addition and Subtraction will be a large part of the third grade math curriculum and will be included in the NeSA test.

Here is some additional information about our day to day classroom life that we thought would be beneficial and helpful for you to know!

HOMEWORK PROCEDURES AND EXPECTATIONS

Students will have homework each week. A rule of thumb concerning homework is that students should have approximately ten minutes per night, per grade level. This means that in third grade, they should be having around a half hour of homework to provide adequate practice to show proficiency and mastery of skills. However, this may depend upon how well they use their time in school! They will have opportunities throughout the day where they may work on their homework assignments. Homework is expected to be completed by the following day. Failure to complete an assignment will result in the student signing a designated notebook and a slip will be sent home to be signed by a parent or guardian. Three times signing the book will result in a detention.

DISCIPLINE POLICY

Our discipline policy focuses on prevention focusing on the Disciple with Purpose (DWP) skills. By creating a positive environment with clear expectations, we hope to eliminate potential conflicts. Students are part of the establishment of their own classroom rules, and expectations are clearly defined.

SEMESTER MILK AND SNACK

Students are able to purchase milk from the school and the student may also have a healthy snack brought from home.