

CURRICULUM SUMMARY

Third Grade
2009-2010



THAT ALL
WILL LEARN

PATTONVILLE

SCHOOL DISTRICT



Curriculum/Instruction

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Michael A. Fulton, Ed.D., Superintendent of Schools
Tim A. Pecoraro, Ed. D., Assistant Superintendent, Curriculum/Instruction

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Dear Parent/Guardian,

The beginning of a new school year is always an exciting time for students, parents, staff, and community members. Every year there are many new concepts and skills to learn. This brochure provides an overview of the curriculum for your child's grade level. Important goals and objectives are listed for each curriculum area. We are emphasizing reading and writing in all the curriculum areas.

Parents/guardians play a critical role in helping children become successful in school. For example, we know from research on parent involvement that frequent parent/child conversations about what a child is learning at school are associated with high levels of student achievement. We believe the information in this overview can help you talk with your child and your child's teacher about learning.

We hope that this information is helpful as an additional support for you and your child. I have listed below staff members who were instrumental in developing this informational curriculum guide. If you have any questions, please do not hesitate to call my office or any coordinator that is listed below.

Sincerely,

Tim A. Pecoraro, Ed.D. (213-8007)
Assistant Superintendent,
Curriculum/Instruction

Curriculum/Coordinators/Directors

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Communication Arts	Pickett Lema	213-8238
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THIRD GRADE
CURRICULUM SUMMARY

COMMUNICATION ARTS

PHILOSOPHY

The communication arts (reading, writing, listening and speaking) are integral to all the content areas of schooling and thus contribute to the total education of future citizens. This curriculum addresses student achievement through a focus on the individual as part of a broader society as well as on individual student perspectives and needs. This focus is paired with high expectations within designated, specific literacy skills and strategies.

GOALS: Students will

1. read and evaluate fiction, poetry and drama
2. read and evaluate nonfiction works and material
3. speak and write in standard English (including grammar, usage, punctuation, spelling, capitalization)
4. write formally and informally

The following items are expected to be mastered by the end of third grade.

I. Skills and Strategies Applied to Reading Process	
Phonics: Decode new words using phonic and structural analysis cues include—vowel diagraphs, diphthongs, r-controlled vowels, Consonant blends and diagraphs, endings, prefixes and suffixes.	During Reading
Fluency: Read grade-level instructional text with fluency, accuracy and expression.	Self-Question and correct: Utilize strategies to self-question and self-correct during reading
Adjusts reading rate: Adjust to difficulty and type of text	Infer: Make inferences about character, setting and problem
Vocabulary	Infer: Make inferences in informational text to make connections
Decode new words using multiple phonics and structural analysis strategies	Visualize: Visualize to comprehend text
Make connections between words using analogies and word parts	Check Prediction
Define unknown words through context clues	Use cueing systems (syntax, visual, and meaning) and visual cues
Knowledge of multiple meanings of words and homophones	Confirm and adjust predictions
Knowledge of synonyms and antonyms for expanding vocabulary	Post-Reading
Pre-Reading	Identifying main idea and details/Paraphrase: Explain main idea and important details of informational text.
Prior Knowledge/Preview	Question for information: Ask relevant questions to collect information
Connect prior knowledge to fictional text	Reflect: Identify and explain relationships between main idea and details/ and analyze comprehension
Connect prior knowledge to nonfiction or informational text (drawn or written)	Analyze: Analyze comprehension of text
Preview text to anticipate meaning	Draw conclusions: Construct conclusions based on a story or related main ideas.
Predict: Make, adjust and confirm predictions about ideas and content in fiction and nonfiction text	Summarize: Summarize main ideas and supporting details after reading
Purpose for Reading: student determined	Paraphrase: Paraphrase main idea and supporting details after reading

	Making Connections
	Connect Text-to-Text: Determine similarities between text ideas.
	Connect Text-to-Self: Determine similarities or differences between one's experiences and fiction or non-fiction text ideas.
	Connect Text-to-World: Determine similarities and differences between a text and the world w/fiction or non-fiction
<u>II. Reading Fiction: Comprehend, Analyze and Evaluate</u>	
Text Features	Text Elements
Locate and apply text features: Independently locate and apply title, table of contents and glossary	Elements of Literature: Make inferences about character, setting, problem and solution
Identify author's use of rhythm, rhyme and alliteration in poetry and prose.	Make predictions: Make, adjust and confirm predictions about ideas and content in stories using details.
Literary Devices	Draw conclusions: Comes to conclusions based on story details
Explain sensory details and figurative language in stories and poems	Compare and contrast: Utilize story details to compare/contrast characters and changes in problems and settings
	Identify the narrator: Use story details to identify the narrator in text
	Cause and effect: Use details to identify cause/effect relationship in fiction and nonfiction.
	Author's purpose: Use story details to identify author's purpose.
<u>III. Reading Nonfiction: Comprehend, Analyze and Evaluate</u>	
Text Features	Text Elements
Interpret text features including titles, headings, table of contents, charts, diagrams, graphs, glossary, captions and maps to answer questions	Ask/Answer questions: Use details from text to ask/answer questions.
Literary Devices	Main idea: Generalize main ideas using supporting details
Identify sensory details and explain examples in nonfiction text	Sequence of events: Organize order of events or steps in nonfiction
Identify and explain figurative language examples in nonfiction text	Cause and effect: Identify and describe cause and effect relationships
Understanding Directions	Draw conclusions: Use multiple sources in story or various nonfiction resources (brief summary)
Simple Directions: Read and follow two and three step directions to complete a task.	Compare/contrast: Compare and contrast a nonfiction text with another related text.
	Author's purpose: Discuss reason author wrote nonfiction text
	Inferences: Draw inferences from problems and solutions in information
<u>IV. Writing Skills and Strategies</u>	
Writing Process	Forms of Writing
Accurate use of graphic organizers modeled	Compose narrative text with a beginning, middle and end; relevant details; clear, controlling idea; precise descriptive language
Generate appropriately difficult drafts	Extend use of graphic organizers
Reread and revise writing	Compose expository/information text with a main idea and three or more supporting details
Edit and proofread for capitalization and end punctuation	Write for a specific audience and purpose including: informational report, diary/journal entries, friendly letter
Publish writing appropriate to the third grade	Use of commas in a letter
Use goal setting and peer/teacher conferences to support the writing process	Basic applications of subject/verb agreement

Writing Conventions	Accurate use of when, where, why and how when explaining a process
Legible manuscript handwriting	Appropriate use of comparative adverbs when writing compare and contrast paragraphs
Legible beginning cursive handwriting	Standard spelling used in all published work including basic as well as newly studied words
Use grade appropriate capitalization	Use of dictionaries and glossaries to verify spelling and meaning
Declarative, interrogative, imperative and exclamatory end punctuation	Identify and compose: Declarative sentences, interrogative sentences, imperative sentences, exclamatory sentences appropriate to grade three or higher
<u>V. Listening and Speaking Skills and Strategies</u>	
Listening	Speaking
Appropriate oral responses and body language when listening for enjoyment and information	Speaks clearly using appropriate volume and pace when sharing ideas
Accurate listening to distinguish fact and opinion	Stays on topic
Accurate listening for two and three step directions	Give two and three step directions clearly and accurately
Appropriate listening behaviors including: Preparation to listen, listening without interrupting others, maintaining eye contact	
<u>VI. Information Literacy</u>	
Research plan: Formulate and research key words and questions to establish a focus and purpose for inquiry	Sources consulted: Give credit for others ideas, images and information found in various sources (Bibliography for research project)
Acquire information: Locate and use various resources to find information on key words and questions	Media messages: Identify and explain intended messages conveyed through oral and visual media— inferences in media (e.g. commercials, music, TV, movies, computer games, etc.)
Record information: Identify relevant information and record main ideas and important details in own words. Write summaries with main ideas and details.	

MATHEMATICS

PHILOSOPHY

The Pattonville School District is committed to an educational program that recognizes the importance of mathematics, sets high standards for student achievement in mathematics, and provides access to meaningful mathematics. This document provides teachers with the support needed to create an environment where students are actively involved in exploring, developing, testing, discussing and applying mathematical ideas.

The mathematics classroom of today is very different from the classroom of twenty years ago. In order to prepare our students for their futures, our curriculum must include a broad range of mathematical content. No longer can mathematics focus solely on arithmetic and be taught in isolation from other subjects. Learning and using mathematics must become an important aspect of the entire school curriculum.

GOALS: Students will

1. learn to value mathematics.
2. become confident in their ability to do mathematics.
3. become mathematical problem solvers.
4. learn to communicate mathematically.
5. learn to reason mathematically.

MATHEMATICS (Continued)

OBJECTIVES

Number and Operations

- apply place-value concepts in 4-digit numbers
- count combinations of bills and coins and write the total in dollars-and-cents notation
- find equivalent names for numbers
- know basic addition and subtraction facts
- add multi-digit numbers
- subtract multi-digit numbers
- solve addition and subtraction multi-digit number stories
- use basic facts to solve fact extensions
- know multiplication facts having 2, 5, or 10 as a factor
- know multiplication facts having 0 or 1 as a factor
- know multiplication facts from the first set of Fact Triangles
- read, write, and compare whole numbers up to 5 digits
- identify place value in whole numbers up to 5 digits

Problem Solving

- complete "What's My Rule" tables
- count by 10s and 100s
- complete multiplication/division fact families
- solve multiplication facts from the first set of Fact Triangles
- create and interpret Venn diagrams

Geometric and Spatial Relationships/Measurement

- tell and show times to the nearest minute
- measure line segments to the nearest $\frac{1}{4}$ inch
- measure line segments to the nearest cm
- identify right angles
- identify and name 2-d and 3-d shapes
- identify symmetric figures and draw lines of symmetry

Data and Probability

- make a bar graph

SCIENCE/HEALTH

PHILOSOPHY

The Pattonville science/health program is founded on the basis of exploring a few topics in depth rather than trying to cover a broad spectrum of material. Over the course of twelve years in Pattonville, a student will study many facets of science and health with an emphasis on activities and experiences. Scientific inquiry, the relevance of science to everyday life and science content focus the curriculum development.

The science curriculum is organized to show connections between various content fields of science. Each grade level spirals specific content to upper grades. Science content is also connected to other curricular areas and expands the Pattonville Literacy Project.

GOALS: Students will:

1. Develop a better understanding of the natural world;
2. Develop higher-order thinking skills by building a foundation of basic science/health processes and content.
and
3. Understand the relationship between science/health and their daily life.

OBJECTIVES

SCIENCE/HEALTH (Continued)

Science Processes that form the foundation for scientific inquiry and showing relevance to daily life:

- Observe, describe, measure, classify, compare, communicate, scientific method, inferring and predicting

Science Content

- Matter and Energy - physical characteristics of matter, the Sun is primary source of energy, sound, light and heat
- Force, Motion and Mechanical Energy - relative position and motion of objects, kinds of forces, simple machines
- Universe - Earth and other planets have unique properties, understanding seasons, why telescopes are used
- Conceptual Review of Earth Systems, Living Systems and Ecology

Health

- Community health
- Environmental health
- Family life
- Mental health
- Nutrition
- Personal health
- Substance abuse

SOCIAL STUDIES

PHILOSOPHY

The Pattonville School District realizes the importance of the social studies. Ideally, the third grade student will begin to understand their role and obligations as a citizen. This is accomplished by instruction in geography, history and economics. In addition, the third grade student will be encouraged to appreciate the uniqueness of communities throughout the world, including St. Louis.

GOALS: Students will

1. discover local history of St. Louis and its effects on present day.
2. study the effect of geography on the location/resources of communities
3. study basic economic concepts.
4. study the different communities throughout the world.

OBJECTIVES

Democratic Understandings and Civic Values

- learn that communities are built on the contributions of its citizens
- identify roles and decisions made by local governments
- learn the basic principals of U.S. Constitution (common good, majority rule, protection of individual rights)
- identify the symbols of US (Pledge of Allegiance, National Anthem, Flag and landmarks (Statue of Liberty, Liberty Bell)

History

- appreciate the history of local and global communities
- research the contributions of individuals and diverse groups to a community (St. Louis)

Economics

- discover basic economic concepts (production of a product, buying/selling of product, prices)
- appreciate role of trade in the economic interdependence of communities

SOCIAL STUDIES (Continued)

Geography

- use a variety of maps, symbols and scales of measurement to gather information about communities
- discover the influences of geography on the location and development of communities
- identify the advantages/disadvantages of communities (St. Louis) located on a river

Social/Cultural

- appreciate the contributions of different cultures to a community
- compare uniqueness of St. Louis community with other world communities

INSTRUCTIONAL TECHNOLOGY

PHILOSOPHY

Pattonville School District believes that technology is an integral part of a quality educational program. Learning to utilize technology as a tool to analyze, communicate, design, and research, will ensure our students' success now and in future real life situations.

GOALS: Students will

1. demonstrate knowledge and utilization of computer equipment e.g. how to operate, correct terminology, troubleshooting problems, etc.
2. demonstrate knowledge and utilization of other computer related technology, e.g. CD-ROM, video discs, digital cameras, optical scanners, sound recording, etc.
3. demonstrate how to utilize various types of computer software e.g. content based, word processing, desk-top publishing, spreadsheet, data base, drawing, etc.
4. demonstrate how to incorporate computer technology into language arts, mathematics, science, social studies, music, art and physical education.
5. demonstrate knowledge and utilization of Internet resources.
6. demonstrate knowledge and utilization of electronic mail.
7. demonstrate correct touch-typing keyboarding technique.
8. demonstrate an understanding and compliance with ethical issues as they relate to computer technology.
9. develop an understanding of how computer technology is used in our society.

LIBRARY MEDIA

Library Media Services formally integrates library and research instruction with the communication arts and social studies curriculum guides. Library Media Specialists collaborate with teachers to infuse the appropriate learning into the core content areas. Library Media Specialists serve on curriculum development committees as a part of this process. This approach has the advantage of synthesizing classroom activities with information literacy skills that are appropriate to the immediate task. Further advantages include focusing on practical student needs, on-going collaboration with classroom teachers and scheduling for optimal learning.

Specific content and processes identified in the Grade-Level Expectations provide teachers and Library Media Specialists the necessary context for achieving measurable learner objectives. Two major areas of focus include Communication Arts: Information Literacy and Social Studies: Tools of Social Science Inquiry. Samples of specific projects and activities are identified in the pages that follow. All projects and activities requiring the participation of the school librarian are not listed given the amount of creativity and diversity necessary to meet the learning needs of all students in our schools. Clearly, teachers and Library Media Specialists collaborate and integrate library and research instruction through the use of the Grade-Level Expectations.

ART

PHILOSOPHY

The Pattonville School District is committed to an educational program that recognizes the importance of art in the school curriculum. Third grade art will help develop and enhance creativity, communication, expressing of ideas, understanding cultural diversity, and prepare for the future. These will be emphasized through instruction in processes, applications, thinking skills, and equal opportunities to learn.

GOALS: Students will

1. acquire skills to develop ideas.
2. understand people have visually recorded experiences and ideas throughout time.
3. learn to portray details and different vantage points.
4. use art terms to describe and interpret qualities of art work.
5. continue acquired skills to next grade level.

OBJECTIVES

- use a variety of tools and processes
- use planned drawing techniques
- build with clay in different ways
- use printmaking process
- choose art materials to fit activity
- use positive and negative shapes
- define foreground, mid-ground, and background
- use warm and cool colors
- use balance in compositions
- understand functional objects in terms of professions
- identify cultural differences in art
- understand the role the arts play in society-past, present, and future

PHYSICAL EDUCATION

PHILOSOPHY

The Pattonville School District recognizes that physical education is a vital part of today's education. The general goal of education and physical education is the same, the well-rounded development of students as responsible citizens. It provides each child with maximal opportunities for involvement in situations calling for motor, mental and emotional responses which will result in optimal and desirable modifications in skills, knowledge, attitudes and behavior.

GOALS: Students will

1. develop and maintain a suitable level of physical fitness and healthy lifestyle.
2. develop body management and motor skills for lifetime physical activity.
3. develop a knowledge of fitness, skill and safety concepts.
4. develop self-esteem, cooperation and sportsmanship.

OBJECTIVES

Body and Spatial Awareness

- identify left and right on others and objects
- move through a course at various levels, directions and speeds

Developmental Games/Activities

- demonstrate motor skills and rules knowledge in games involving locomotor, manipulative and dodging skills
- exhibit a willingness to participate with a sense of fair play
- demonstrate "running in" and jumping a long rope
- demonstrate various steps jumping an individual rope

PHYSICAL EDUCATION (Continued)

Fundamental Manipulative/Movement Skills

- demonstrate proper kicking skills
- perform a proper one-hand dribble
- demonstrate a proper catch of a rolling ball
- perform a fundamental foot dribble

Gymnastics

- demonstrate a roll in backward direction
- demonstrate an inverted balance
- perform fundamental apparatus movements:
 - parallel bars (support and swing)
 - vaulting stand (mount and dismount)

Personal Fitness

- exhibit an approved level of health related fitness
- identify and demonstrate exercises appropriate for muscular strength/endurance, flexibility and cardiovascular fitness

Rhythms/Dance

- demonstrate a basic beat coordination
- perform a folk dance with a partner

GENERAL/VOCAL MUSIC

RATIONALE

The Pattonville School District recognizes elementary music as a basic and vital part of the child's education. It is a valuable and usable lifelong skill like reading, writing and mathematics. Music is a unique aesthetic art and is necessary in a child's education. Because music is an art that can be expressed in many ways, the child should have an equal opportunity to participate in all music experiences and activities to his/her highest level of competence. Public performance is an important experience, but not the primary focus. It is a natural extension of the music curriculum.

GOALS: Students will

1. develop positive attitude toward music.
2. acquire the essential elements of music literacy.
3. gain a deeper understanding of music and its relationship to other arts.
4. develop a respect for all people and their ethnic culture/customs.

COURSE DESCRIPTION:

Third grade students receive instruction in forty minute class periods twice weekly for a total of eighty minutes per week. Learning in music is an ongoing developmental process. Student progress is formally reported each year. Through singing, moving, playing, listening, reading and/or improvising, the child will acquire skills related to the musical elements of rhythm, melody, texture/harmony, form, tone color. The learner objectives are as follows.

- | | | |
|------------------------|---|---|
| • Rhythm | - | Identify and perform whole notes and whole rests.
Demonstrate knowledge of measures and bar lines. |
| • Meter | - | Explain the function of the top number of a time signature. |
| • Melody | - | Identify a pentatonic scale.
Identify melodic movement. |
| • Harmony/Texture | - | Sing Rounds. |
| • Expressive Qualities | - | Identify and define accelerando and ritardando. |
| • Form | - | Create and demonstrate a piece in AB or ABA form.
Identify D.C. al Fine as an indicator of ABA form. |

CHARACTER*plus* EDUCATION

PHILOSOPHY

The Pattonville School District has developed a character education program, CHARACTER*plus* of Pattonville, in coordination with regional and national character education programs

Teachers have unique opportunities within their classrooms to directly affect how students learn to appreciate themselves, their classmates, their teachers and their families. The classroom environment that we create, both socially and emotionally, influences what the students learn about their relationship to the world at large. It is important that teachers consciously teach children to show positive attitudes, be responsible, and realize their potentials.

GOALS

The goal of CHARACTER*plus* is to integrate character education into the core curriculum and all aspects of the school environment. Listed below is a list of character traits identified by a committee of Pattonville parents and staff. The Character*plus* of Pattonville committee selects a trait to be highlighted each month.

- Cooperation
- Courage
- Discretion
- Goal setting
- Honesty
- Assertiveness
- Initiative
- Kindness
- Commitment
- Compassion
- Peace
- Integrity
- Respect
- Responsible decision-making
- Responsibility
- Self-control
- Self-esteem
- Patience
- Service
- Time management
- Perseverance
- Reliability



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