

Third Grade Curriculum Information

Revised: August 2016

ART

I. Overview/Course Description

Third grade children are given a variety of media to explore. Art history is incorporated into the curriculum by artist, period, and method studies. Third grade children use line, shape, color and texture to realistically render an image. Children work on perspective by experimenting with figure/ground perspective as well as overlapping shapes for perspective.

II. Course Outline/Primary Units of Study

- A. Exploring animals in art
 - 1. Patterned Roosters (using line, shape to create pattern and texture review)
 - 2. Whimsical Dogs after George Rodrigue (feeling and fantasy)
 - 3. Festive Elephants of India collage (cultural art)
- B. Exploring human features and forms, ancient and modern
 - 1. Mummies of Ancient Egypt (ancient art and symmetry)
 - 2. Degas Dancers (Edgar Degas and Impressionism)
- C. Color and Value, Shape and Form: mixing colors, creating tints and shades
 - 1. Winter Trees (tints and shades of a color)
 - 2. Still Life after Cezanne (light and shadow)
- D. Exploring Space and Perspective: landscapes, positive/negative, viewpoints
 - 1. Snowman (bird's eye view)
 - 2. Notan Hearts in cut paper
 - 3. Southwest Landscape watercolor painting
- E. Exploring Art Forms
 - 1. Basket weaving in many cultures, rafia basket
 - 2. Macchia after Chihuly, glass artist
 - 3. Tile patterns: printmaking and repetition

III. Materials, Resources, Books, Textbooks

- A. Mona Brookes, *Drawing with Children*
- B. "Getting to Know" art video series
- C. Various handouts on drawing, how to draw from multiple sources
- D. Art print handouts from various masters and cultural time periods
- E. Projected artwork from various museum sites
- F. Videos on Chihuly glass blowing
- G. British Museum website on Ancient Egypt
- H. George Rodrigue website
- I. Various books including:
 - 1. *Mummies Made in Egypt*, Aliko
 - 2. *Balarama, A Royal Elephant*, Tim and Betsy Lewin
- J. Media, including: Crayon, marker, art pencils, tempera paint, chalk pastel, oil pastel, collage, mixed media, weaving

IV. Objectives/Skills

- A. Methods, Materials, Techniques
 - 1. Practice using dry media including pencil, crayons, markers, chalk and oil pastels
 - 2. Practice using wet media including tempera and watercolor paint and proper brush handling to explore and mix paints
 - 3. Practice assemblage and collage including proper handling of scissors and glue
 - 4. Understand and apply printmaking and stamp printing techniques

5. Use methods to create a textile artwork (stitchery, weaving)
 6. Use 3-D materials such as clay modeling, paper
- B. Elements of Design
1. Identify, practice and use LINE variety including thick, thin, curved, spiral, angled, zigzag, horizontal, vertical, diagonal, intersecting and parallel
 2. Identify, name and mix PRIMARY and SECONDARY COLORS to create INTERMEDIATE COLORS
 3. Identify and use WARM & COOL COLORS and COMPLEMENTARY COLORS in an artwork
 4. Identify VALUE as being the lightness or darkness of a color
 5. Create TINTS (add white) and SHADES (add black) of a color
 6. Identify and use ORGANIC (irregular) and GEOMETRIC SHAPES (square, circle, triangle, etc.) in an artwork
 7. Recognize TEXTURE as the look or feel of a surface and create a variety in artwork (rough, smooth, shiny, bumpy, furry)
 8. Recognize FORM as a 3-D object having, length, width, height
 9. Recognize SPACE as an area including POSITIVE (within shapes, forms) and NEGATIVE (area outside shapes, forms)
 10. Recognize how artists create shallow and deep SPACE on a 2-D surface
- C. Principles of Design
1. Use VARIETY in an artwork to create interest
 2. Recognize and use formal and informal PATTERNS (repeated lines, shapes, colors, forms)
 3. Identify, explore and use symmetrical (formal) and radial (from the center) BALANCE
 4. Explore PROPORTION (size relationship of one part to another) and scale in creating 2-D artwork
 5. Introduce and use horizon line, foreground, middleground, background and overlapping and size change for depth creation in a composition
- D. Observation, Expression, Planning, Exhibiting
1. Understand still life, landscape, portrait and figures in creating artworks through direct observation and discussion
 2. Practice ways to describe, group categories, and discuss similarities and differences in art regarding a culture or style
 3. Practice how to present work, make decisions, and explain process in creating artwork
 4. Introduce digital media and technology as means of documenting or creating art
 5. Consistently care for own artwork through use of a portfolio to document and evaluate artistic development
 6. Consistently demonstrate cautious respect for art materials and tools
 7. Consistently demonstrate caring for and cleaning of art materials and tools

V. Assessments

- A. Rubrics listing skills for each project
- B. Teacher observation
- C. Oral group critiques
- D. Individual written critiques
- E. Student participation

LANGUAGE ARTS

I. Overview/Course Description

The goal of the third grade language arts curriculum is to develop the foundation of competence

in the use of the English language. Through the experiences of reading, writing, listening, and speaking, the goal is to develop literate and fluent readers and writers. The units of study are built around a skills-intensive curriculum based in the areas of literature, grammar, spelling, and vocabulary. Through their experiences of reading, listening, writing, and speaking, students increase their level of success in becoming literate and fluent readers and writers with more advanced grammar skills and intellectual vocabularies. Reading activities include but are not restricted to whole group, shared- and guided-reading groups, individual reading, vocabulary development, making predictions, retelling stories, using clues in context, drawing conclusions, fiction/non-fiction, poetry, and experience with different genres of literature to expand their pleasure reading.

II. Course Outline/Primary Units of Study

Reading

- A. Independent Reading, book clubs, and whole class reading to acquire content and knowledge across subject areas
- B. The study of various including mysteries, informational text, fiction, and non-fiction
- C. Cause and effect
- D. Figurative Language
- E. Point of View

Writing

- A. Practice and development of previous skills
- B. Purpose of writing
- C. Developed well-structured sentences
- D. Use of transitions
- E. Narrative, Persuasive, Informative, Letters, Journaling, and Handwriting

Handwriting

- A. Print and cursive handwriting
- B. Neatness, size, spacing
- C. Typing skills

Spelling/Vocabulary

- A. Everyday Spelling Program
- B. Vocabulary in context - class novels and textbooks
- C. Use context clues in a variety of novels

Grammar

- A. Practice and development of previous skills
- B. Parts of Speech
- C. Punctuation - periods, exclamation point, question mark, commas, quotation marks, apostrophe

III. Materials, Resources, Books, Textbooks

- A. Grammar Textbook - Harcourt Language
- B. *Charlotte's Web* by E. B. White
- C. Dick King Smith Novels
- D. *Champ* by Marcia Thornton Jones
- E. Beverly Cleary Novels
- F. *The Lion, the Witch, and the Wardrobe* by C L Lewis
- G. *Tale of Despereaux* by Kate DiCamillo
- H. Everyday Spelling Workbook

IV. Objectives/Skills

Reading

- A. Reads at grade level or above

- B. Reads fluently with expression
- C. Comprehends material that is read
- D. Uses context clues to identify unfamiliar words
- E. Reads aloud fluently
- F. Reads from a variety of genres
- G. Uses ideas to make predictions
- H. Demonstrates understanding of reading activities

Writing

- A. Writing is well organized and at or above grade level
- B. Demonstrates correct sentence structure in writing
- C. Knows the different styles of writing such as narrative, persuasive, expository and their purposes

Handwriting

- A. Creates neat, legible work
- B. Reads and writes cursive fluently
- C. Typing skills appropriate for the grade level

Spelling/Vocabulary

- A. Accurately spells words in a range appropriate to grade level
- B. Continues to show success in building upon vocabulary skills

Grammar

- A. Understands the functions of a variety of parts of speech, including nouns, verbs, subjects, predicates, and pronouns

V. Assessments

- A. Written
- B. Application of learning in projects
- C. Spelling Tests
- D. Vocabulary Tests
- E. Novel Tests
- F. Teacher observation

MATHEMATICS

I. Overview/Course Description

Mathematics study in third grade utilizes Singapore Math's Primary Mathematics and is designed to equip students with sound concept development, critical thinking, and efficient problem-solving skills. Concepts are presented in a clear and sequential way to facilitate understanding and confidence. As new topics are introduced, learners consolidate new information with focused practice, while spiral progression allows students to build upon material taught in earlier grades. Concepts covered include: rounding and estimation, adding and subtracting whole numbers through 10,000, multiplication and division, data collection and analysis, probability, geometry, fractions, time and money, area, perimeter, volume, and measurement of length, weight, and capacity in both metric and standard units. Students' research and problem-solving skills are active throughout the year, utilizing model drawing and other strategies to demonstrate a clear understanding as they work through single- and multi-step word problems.

II. Course Outline/Primary Units of Study

- A. Numbers to 10,000
 - 1. Thousands, hundreds, tens, ones
 - 2. Number patterns
 - 3. Rounding numbers

- B. Addition and Subtraction
 - 1. Mental calculations
 - 2. Sum and difference
 - 3. Estimation
 - 4. Word problems
 - 5. Adding ones, tens, hundreds, thousands
 - 6. Two-step word problems
- C. Multiplication and Division
 - 1. Review, looking back
 - 2. More word problems
 - 3. Multiplying ones, tens, hundreds, thousands
 - 4. Quotient and remainder
 - 5. Dividing ones, tens, hundreds
- D. Multiplication Tables of 6, 7, 8, and 9
 - 1. Multiplying and dividing by 6, 7, 8, and 9
 - 2. More growth extension of both multiplication and division processes
- E. Data Analysis
 - 1. Presenting data
 - 2. Probability
- F. Length
 - 1. Centimeters, meters, kilometers
 - 2. Inches, feet, yards
 - 3. Miles
- G. Weight
 - 1. Kilograms, grams
 - 2. Word problems
 - 3. Pounds, ounces
- H. Capacity
 - 1. Liters, milliliters
 - 2. Gallons, quarts, pints, cups
- I. Money
 - 1. Dollars and cents
 - 2. Addition, subtraction of money amounts
 - 3. Multiplication, division of money amounts
- J. Fractions
 - 1. Fractions as a part of the whole
 - 2. Equivalent fractions
 - 3. Addition, subtraction of fractions
 - 4. Fraction of a set
 - 5. Fractions as related to money
- K. Time
 - 1. Hours and minutes
 - 2. Other units of time
- L. Geometry
 - 1. Angles
 - 2. Right angles
 - 3. Quadrilaterals and triangles
 - 4. Solid figures
- M. Area, Perimeter, Volume
 - 1. Calculations for area, perimeter, volume

III. Materials, Resources, Books, Textbooks

- A. *Singapore Math 3A, 3B* (Textbook and Student Workbook)
- B. *Student Interactive Math Journals*
- C. Teacher-created assignments to support Singapore materials

IV. Objectives/Skills

- A. Demonstrates good effort in mathematics activities
- B. Reads, writes, solves single-step word problems using basic operations
- C. Reads, writes, solves multi-step word problems using basic operations
- D. Able to collect data, create tally charts, bar graphs, and tables, and use graphs to answer questions and draw conclusions
- E. Understands place value, number patterns, and rounding to 10,000
- F. Proficient in adding numbers up to 4 digits, with or without regrouping
- G. Proficient in subtracting numbers up to 4 digits, with or without regrouping
- H. Proficient with multiplication facts through X 10
- I. Able to compute fact extensions up to 4-digit numbers multiplied by 2-1
- J. Proficient with simple and long division; able to divide up to a 3-digit number by a single digit
- K. Converts, compares, and adds metric units of length (cm, m, km)
- L. Converts, compares, and subtracts metric units of length (cm, m, km)
- M. Converts, compares, and adds standard units of length (in, ft, yds, miles)
- N. Converts, compares, and subtracts standard units of length (in, ft, yds, miles)
- O. Estimates, weighs, and converts metric units of weight (kg, g)
- P. Adds/subtracts metric units of weight (kg, g)
- Q. Estimates, weighs, and converts standard units of weight (lbs, oz)
- R. Adds/subtracts standard units of weight (lbs, oz)
- S. Estimates, weighs, and converts metric units of capacity (l, ml)
- T. Adds/subtracts metric units of capacity (l, ml)
- U. Estimates, weighs, converts, and adds/subtracts standard units of capacity (gal, qts, pts, cups)
- V. Converts, adds, subtracts, multiplies, divides units of money
- W. Compares, orders, adds/subtracts whole and mixed fractions
- X. Finds equivalent fractions using multiplication, division
- Y. Converts, adds/subtracts units of time (seconds, minutes, hours, days, weeks, months, years)
- Z. Understands, compares acute, obtuse, right angles

V. Assessments

- A. Daily work
- B. Chapter checkpoints
- C. Unit assessments
- D. Teacher observation

MUSIC

I. Overview/Course Description

Third graders in music learn sophisticated rhythm patterns, as well as how to read notes on a treble-clef staff. They increase understanding of hand signals used for singing, and increase knowledge of pitches in the scale. They learn instrument families and how to identify their sounds, and increase their vocal repertoire with songs that are more complex, and include more diverse cultures. They also begin to apply their music knowledge to the instrument of recorder, and begin to read music for their instrument.

II. Course Outline/Primary Units of Study

Through various songs, dances, instrument activities, and games children begin to build upon their knowledge of the elements of music- Rhythm, Melody, Harmony, Form, and Timbre. Songs and dances appropriate to each season and holiday are used to facilitate learning. New concepts are introduced, and are then reinforced and assessed in lessons following.

A. Rhythm

1. Students begin the year experiencing, and finally labeling the whole note. The difference between a quarter note, half note, and whole note pulse is emphasized.
2. Students identify, read, and notate a whole rest.
3. Students discover the dotted half note. Along with this, students are introduced to $\frac{3}{4}$ time, and experience it in many songs and dances.
4. Students experience and then label sixteenth notes. They continue to experience the difference between $\frac{3}{4}$ and $\frac{4}{4}$ time.
5. Students experience and then label the Question-Answer technique. This introduces and reinforces improvisation and creative thinking.
6. Students identify $\frac{2}{4}$ time, and learn to conduct using this meter. They also learn to conduct in $\frac{3}{4}$ time.
7. Students develop their recorder technique throughout the year, and are able to play sophisticated rhythms on the instrument.

B. Melody

1. Students experience many different songs from various cultures and develop a vocal repertoire. Through this process students are encouraged and taught to use proper vocal technique.
2. Students learn all appropriate scale tones in the Kodaly method, including Do, Re, Mi, Fa, So, La, Ti, and high Do. They place these tones on a five-line staff in order to prepare for reading notes on the treble clef.
3. As students have experienced many songs in minor keys, the scale tone low La is introduced which allows students to sight-read using minor tonalities.
4. Once all scale tones have been identified and used extensively, students are introduced to the lines and spaces of the treble clef staff. In order to facilitate note reading, students learn to play the recorder, and learn the notes B, A, G and E in their third grade year.

C. Harmony

1. Students experience many different xylophone activities to learn proper mallet technique.
2. Students experience and demonstrate ostinato by chanting, singing, and playing this harmonic style.
3. Students learn to distinguish between Major and minor tonalities.
4. Students learn to play a crossover pattern on a xylophone in order to accompany and harmonize with songs in music class.
5. Students expand their two-part singing and playing abilities by being able to sing and play in a canon or round.
6. Students are taught how to read a musical score, and how to keep their part while being able to see the other parts that make up a piece of music.

D. Form

1. Students demonstrate through movement and instrument play a musical phrase.
2. Students discover and learn how to incorporate into music activities the element of an Interlude.
3. Students experience extended form through various singing and instrument activities.
4. Students label the rondo form.

E. Timbre

1. Students differentiate between crescendo and decrescendo.
 2. Students learn about the instruments in the string family and study them extensively through song, movement activities, and listening activities.
 3. Students learn about the orchestral percussion family through listening activities, and an interactive game.
 4. Students identify the musical term fermata.
- F. Music History and Culture
1. Students study the composer Johann Sebastian Bach through books and listening activities.
 2. Students spend a significant amount of time becoming familiar with American folk songs, as well as patriotic music.
 3. Students learn about the branches of the military, the significance of Veterans' Day, and participate in a Veterans' Day ceremony.
 4. During the school year, students learn dances and songs traditional to the Jewish, Native American, Jamaican, Spanish, Swedish, Czechoslovakian, and Mexican cultures.
- G. Performances: Third graders have three performance opportunities during the school year. For the month prior to each performance, students learn to rehearse responsibly, and are taught to use proper vocal and instrument technique and performance etiquette.
1. Veterans Day Assembly (November)
 2. Grandparents Day (April)
 3. Spring Fine Arts Night (April)

III. Materials, Resources, Books, Textbooks

- A. *Game Plan Grade 3*, Jeff Kriske, Randy Delelles
- B. *Mallet Madness*, Artie Almeida
- C. *Cool Tunes Recorder Curriculum*, Jeff Kriske, Randy Delelles
- D. *Recorder Karate*, Barb Philipak

IV. Objectives/Skills

- A. Demonstrates participation and responsibility for performances
- B. Demonstrates listening and retention skills for topics taught
- C. Demonstrates age-appropriate vocal technique
- D. Maintains a quarter, half, and whole note pulse
- E. Aurally identifies major and minor tonalities
- F. Developing proper instrument technique
- G. Developing rhythmic notational reading skills
- H. Understands notational symbols
- I. Identifies and implements elements of musical form
- J. Uses music as a tool for creative expression

V. Assessments

- A. Teacher observation
- B. Class participation
- C. Performance participation
- D. Periodic student conferences/conversations
- E. Periodic student written assessments

PHYSICAL EDUCATION

I. Overview/Course Description

The focus of third grade physical education is to enhance the student's physical and social

growth by emphasizing skill building and teamwork. Each child's development is encouraged through a broad range of specialized activities that are challenging and fun. Students continue to practice putting multiple skill sequences together to perform more accurately in games and activities. Fitness concepts are taught and practiced targeting cardio-respiratory, muscular endurance and strength through a weekly running program and station workout.

II. Course Outline/Primary Units of Study

- A. Individual and Team Sports
- B. Jump Roping
- C. Racquet Sports and Track and Field

III. Materials, Resources, Books, Textbooks

- A. *Shape America*
- B. *Active Games*
- C. *Lead-Up Games for Super Sports*

IV. Objectives/Skills

- A. Develops fundamental, age-appropriate large or gross-motor skills
- B. Demonstrates age-appropriate spatial/body awareness
- C. Develops age-appropriate eye/hand and eye/foot coordination
- D. Develops skills of overhand, underhand throw, and catching
- E. Demonstrates age-appropriate dribbling, passing, and throwing skills
- F. Develops age-appropriate striking skills using a variety of equipment
- G. Demonstrates a knowledge of game rules, concepts, and strategies
- H. Demonstrates age-appropriate balance, flexibility, and manipulative skills
- I. Develops age-appropriate muscular strength and endurance
- J. Develops age-appropriate cardio-respiratory endurance
- K. Displays good effort on Fitness Frenzy days
- L. Displays good effort on Running Days
- M. Works appropriately in partner and group settings
- N. Develops dynamic movements, reaction time and speed/agility

V. Assessments

- A. Teacher Observation
- B. Performance tasks
- C. Self and Peer evaluation

SCIENCE

I. Overview/Course Description

Utilizing Pearson's *Interactive Science* curriculum, students in third grade are provided with opportunities to learn and grow through scientific observation, exploration, and inquiry-based learning. Throughout the many activities, discussions, and labs, we foster curiosity, inventiveness, persistence, and enthusiasm as children learn by doing and reflecting. Investigations throughout the year focus on living things and ecosystems, Earth systems, properties of matter and energy, and forces of motion. Core units of study are taught in a spiral pattern from year to year, building on previous learning in order to develop depth of knowledge and further understanding in many of the same overall topics with new learning opportunities as the grades advance.

II. Course Outline/Primary Units of Study

- A. Science, Engineering, and Technology
 - 1. The Nature of Science
- B. Physical Science
 - 1. Matter
 - 2. Energy, Force, and Motion
- C. Earth Science
 - 1. Earth and Weather
 - 2. Space
- D. Life Science
 - 1. Plants
 - 2. Living Things
 - 3. Ecosystems

III. Materials, Resources, Books, Textbooks

- A. Pearson *Interactive Science*, Texas Edition
- B. Student *Interactive Science* Notebooks
- C. Student-created *Phenology Space Journal*
- D. Teacher-created materials to support Pearson Interactive units

IV. Objectives/Skills

- A. Demonstrates good effort in science activities
- B. Demonstrates an understanding of concepts as applied to the Phenology Space Journal
- C. Describes and records scientific observations in the Interactive Science Notebook
- D. Uses observation and inquiry to explore scientific curiosities
- E. Demonstrates an understanding of the nature of science and technology
- F. Demonstrates an understanding of the Scientific Method and how it is used to perform experiments
- G. Understands the nature of matter, and its states
- H. Understands the concepts of energy, force, and motion
- I. Understands the forces that cause change on Earth and in space
- J. Understands how living things grow, change, and interact

V. Assessments

- A. Unit assessments
- B. Science lab experiments and notes
- C. Daily work
- D. Phenology Space Journals
- E. Teacher observation

SOCIAL STUDIES

I. Overview/Course Description

The third grade social studies curriculum is composed of units of study that emphasize knowledge of content material and allow students to experience the work ethic of completing projects, working in teams, and solving problems creatively. These units include geography, building communities, identifying different communities, immigration, discrimination, ethnicities, public services, and our global community. Third grade is also a time for a full unit on Texas state history.

II. Course Outline/Primary Units of Study

- A. Civic Studies
 - 1. Democracy

- 2. Diversity
- 3. Economic development
- 4. Global perspective
- B. Geography
 - 1. Our Community
 - 2. Our Country
 - 3. Our Continent
 - 4. Our Planet
- C. Texas
 - 1. History
 - 2. Leaders
 - 3. Symbols

III. Materials, Resources, Books, Textbooks

- A. Textbook - *Social Studies Alive! Our Community and Beyond*
- B. Teacher Made Resource - Teachers Pay Teachers

IV. Objectives/Skills

- A. Demonstrates knowledge of map skills - states, countries, continents, oceans, landforms
- B. Demonstrates knowledge of current unit of study
- C. Makes connections with history and current events
- D. Understands the purpose of earning, spending, saving, and donating money

V. Assessments

- A. Written
- B. Application of learning in projects
- C. Unit tests
- D. Vocabulary tests
- E. Teacher observation

SPANISH

I. Overview/Course Description

The third grade Spanish program continues to reinforce strong oral skills while making a transition to a more varied curriculum. A formation of solid listening and speaking skills are maintained as attention to reading, writing, and cultures is increased. Students grow in following directions in Spanish and are comfortable asking and responding with common phrases. They are introduced to simple grammar rules in association with known words and phrases.

II. Course Outline/Primary Units of Study

- A. Following directions and responding to commands in Spanish
- B. Using common phrases without hesitation when speaking
- C. Developing accurate pronunciation with an authentic accent
- D. Having conversations with peers in Spanish
- E. Introduction and application of basic grammar rules

III. Materials, Resources, Books, Textbooks

- A. Resource book, *Teach Them Spanish!*
- B. Scripts and short narratives for skits and role playing
- C. Basic texts in Spanish to develop reading comprehension
- D. Recordings and videos of native Spanish speakers
- E. Exercises and examples of grammar rules

F. Spanish/English dictionaries

IV. Objectives/Skills

- A. Develops good oral and written comprehension skills
- B. Demonstrates pronunciation with authentic accent
- C. Speaks and responds in Spanish using accurate vocabulary
- E. Demonstrates reading comprehension of basic texts
- F. Displays skills in both writing and spelling of words and phrases
- G. Learns and uses new vocabulary words and phrases
- H. Learns and applies grammar rules
- I. Makes connections to other subject areas

V. Assessments

- A. Individual and small-group conversations to demonstrate listening and speaking skills
- B. Skits and short presentations to demonstrate understanding of content and the use of accurate pronunciation
- C. Checkpoints in which students answer questions in Spanish through writing or speaking
- D. Recordings of students speaking in Spanish, using accurate vocabulary and correct pronunciation
- E. Narratives to demonstrate writing skills and the ability to make connections to other subject areas