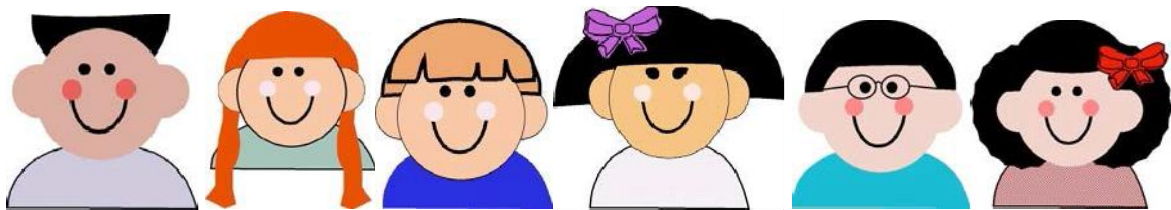


*East Hills and Harbor Hill
SCHOOLS
Roslyn Public Schools*



*Grade 3
Curriculum Outline*

"The function of education is to teach one to think intensely and to think critically. Intelligence plus character that is the goal of true education."

- Dr. Martin Luther King Jr.

East Hills / Harbor Hill Schools Third Grade Program Overview
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Third graders enter as primary level students but leave prepared for the intermediate grades. The children are continuing the transition to become independent learners.

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

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

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

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

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

EAST HILLS/HARBOR HILL SCHOOLS THIRD GRADE PROGRAM OUTLINE

Reading/Language Arts

The third grade Reading / Language Arts Curriculum is directly aligned and supports the New York State Next Generation Learning Standards. The Next Generation Learning Standards for English Language Arts can be accessed through the following web address:

<http://www.nysed.gov/next-generation-learning-standards>

It is the district's goal to provide students with the framework of the reading and writing process and address all components of a balanced literacy approach. This includes word work, vocabulary, grammar, read aloud and readers and writers workshop. Students are empowered by skill mastery, inspired by authentic award-winning texts and are confident in their critical thinking skills and their ability to analyze complex texts. Throughout the year, students will build skills in all three categories of literacy: Informational, Narrative and Opinion/ Persuasive.

Social Studies

Grade 3 Social Studies is focused on New York State and local communities and their change over time, incorporating the study of geography, history, economics, and government. The course is divided into seven Key Ideas that span the state's history from before the European colonial era to the modern period.

The Grade 3 Social Studies program is directly aligned and supports the applicable New York State Standards for Social Studies. Additional information can be found at:

<http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

The units of study, which address the k-12 standards are as follows:

Unit 1: Geography

Unit 2: United States

Unit 3: Country Study (examples: Brazil, China or Kenya)

Unit 4: Making a Difference

Mathematics

The Mathematics program in Roslyn aligns and supports the New York State Next Generation Learning Standards through the application of the Go Math program. The Next Generation Learning Standards for Mathematics can be accessed through the following web address:

<http://www.nysed.gov/next-generation-learning-standards>

Through the Go Math program, students will participate in hands-on activities and real world problems to solve. The units of study in the curriculum are as follows:

- Addition and Subtraction within 1,000
- Represent and Interpret Data
- Understand Multiplication
- Multiplication Facts and Strategies
- Use Multiplication Facts
- Understand Division
- Division Facts and Strategies
- Understand Fractions
- Compare Fractions
- Time, Length, Liquid, Volume and Mass
- Perimeter and Area
- Two Dimensional Shapes

Science

The Science program in Roslyn aligns and supports the New York State P-12 Science Learning Standards. Learning involves real world investigations along with engineering and design. The Roslyn School District will utilize resources to address the standards through the following units:

Unit 1: Magnets and Electricity

Unit 2: Forces and Motion

Unit 3: Weather

Unit 4: Sound

Unit 5: Life Cycles and Adaptations

Unit 6: Inheritance and Variations

For more information about the NYS Science Standards, go to:

<http://www.nysed.gov/curriculum-instruction/science-learning-standards>

Technology

All students will be provided with a 1:1 device. They will continue to complete STEM projects as well as develop their proficiency in various computer programs. In addition to these computer programs, teachers will use websites to help enhance instruction. Each classroom teacher will create a Google Classroom for their students to view and post assignments.

Health and Physical Education

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

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

Health Education

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

Physical Education

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

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

Library

Library

The library program builds upon previous knowledge and serves as an introduction to research skills. Students meet with the library media specialist once a week for forty minutes. During these times, students begin to learn how to utilize different reference sources, continue to develop an appreciation for different types of literature and continue to demonstrate knowledge and responsibility of locating and utilizing library resources. The Second Step Character Education Program is facilitated by the librarian as well.

CHARACTER EDUCATION

Character Education

Character Education permeates the building and classrooms each and every day. Both formal and informal discussions are always taking place. We are using a multitude of resources to address the social-emotional needs of our students. Some of these resources include: Bucket-filling, Peaceful Bus, Growth Mindset, Books of the Month, Friendship Clubs, Beautiful Me as well as the Second Step Program.

- Bucket-Filling is based on the award-winning book Have You Filled a Bucket Today? by Carol McCloud. This book takes an abstract concept (caring) and creates a concrete symbol (bucket) that children can recognize and will readily emulate. The book shows us that each of us carries an invisible bucket. The choices we make help us fill others' buckets ... or empty ours. This book uses a bucket to express how we can share happiness and bring it to ourselves.
- Peaceful Bus Program *The Peaceful School Bus Program* is a whole-school program designed to decrease inappropriate behavior on school buses while creating a climate of respect and cooperation. The adults in school take the primary responsibility of educating and training students in the program so students can, in turn, act responsibly on school buses when staff members are not present. The program also teaches students about bullying and their role in preventing it.

- Growth Mindset: A growth mindset comes from the belief that your basic qualities are things you can cultivate through effort. The goal is for children to use the following stances in coordination as part of a toolkit when faced with challenges:
 - Empathy: Ability to feel how another person is feeling and imagine what it would be like to be in another's position. "You have empathy when you feel someone's feeling in your own heart."
 - Optimism: Feeling hopeful that risks are worth taking and that problems will work out. When you do something new, you think, "I can try," and give it your best shot because that's how you grow.
 - Flexibility: Seeing and trying many possible actions within a task. "When one thing doesn't work you try a different way." The ability to see a problem from different perspectives.
 - Persistence: Sticking with something even when it is challenging. "Having persistence means you try and try again even when it feels hard."
 - Resilience: Ability to bounce back and recover from setbacks or failure. "When you have trouble, you bounce back and try again."
- Book of the Month- Books are selected throughout the year which address social emotional learning. Through read-alouds, students and teachers discuss ways in which characters interact and solve problems. They then compare how they may emulate or differ from the characters in the stories to make appropriate choices.
- Friendship Clubs- School psychologists and/or social workers in building meet with small groups of students to discuss strategies for appropriate social interaction. Peer role models are often used to model appropriate behaviors and support the students in social situations, such as recess and lunch.
- The Second- Step program teaches students the skills that strengthen their ability to learn, develop empathy, manage emotions and solve problems. Through whole class interactive lessons, students develop self-regulation skills, social-emotional competencies and have the opportunity to practice their role as members of a school community.
- Beautiful Me Program-The Beautiful Me Program is a social-emotional learning curriculum proven to build resilience and self-esteem. The Beautiful Me Program teaches female students to love and care for themselves; to identify their genuine qualities and work on those qualities that could use some improvement; and most importantly, improve their self-esteem.

Art and Music Programs

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

- Standard 1: Creating, Performing and Participating in the Arts
- Standard 2: Knowing and Using Arts Materials and Resources
- Standard 3: Responding to and Analyzing Works of Art
- Standard 4: Understanding the Cultural Contributions of the Arts
- Standard 5: Interconnectedness: Common Themes in Music

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

Art

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

Music

The goal of the general music program is to develop the ability to read music and play the soprano recorder. This will ready students to play a Band or Orchestra instrument in 4th grade. Students will conclude their recorder studies with a concert in the spring.

The remainder of the year will focus on applying note reading to Choral music literature. Chorus is an elective also available in 4th grade.

Home-School Connection

The link between home and school is vital for all students. Strong ties can be established and maintained throughout the grades when they begin in the primary grades. Homework, discussion about field trips, and on-going communication between parent and teacher in the form of conferences and progress reports are opportunities to strengthen this home-school connection.

Homework

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

It is important that your child has:

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

Field Trips

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

Special Programs

ENL (English as a New Language)

The composition of today's classrooms reflect the ethnic, linguistic, and cultural diversity of the world. Creating a classroom environment in which students' cultures are acknowledged and valued is a fundamental characteristic of our English as a New Language (ENL) program designed and implemented by the Roslyn School District.

Through immersion in the classroom, receptive and communicative competence is fostered. Instructional services and personal support are provided by a language development instructor. In order to ensure understanding and facilitate various opportunities for academic and social verbal interaction, the ENL teacher offers language acquisition techniques via two models, Integrated and Stand-Alone.

Remedial Reading and Mathematics Program

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

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

Special Education

Students with disabilities who are designated to receive special education services are educated in the least restrictive environment (LRE). This legal principle encourages the integration/inclusion of students with disabilities into regular classrooms, according to their Individual Educational Plans (IEP's). The individual needs of each student are determined by the Committee on Special Education (CSE) made up of professional educators and parent representatives. The areas addressed through this program design are:

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

Supportive services may include:

- General Education placement with resource room support
- Co-Teaching
- Consultant teacher
- Speech/language therapy
- Physical therapy (total physical functioning)
- Occupational therapy (fine motor skills)
- Adaptive physical education (therapeutic)
- In-school counseling (individual or group)
- Itinerant services (visual/hearing impairments)
- Self-Contained (EH only)
- ABA class

Standards and Assessments

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

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

- John Lubbock