

## Social Studies

In each of the following areas, students will:

### History

- Use primary and secondary sources of information to sequence significant events in early Michigan history.
- Apply historical thinking skills to a study of American Indians in Michigan, exploration and early settlement.
- Compare and contrast life today with life in the early days of Michigan as part of the Stoney Creek School experience.

### Geography

- Apply the five themes of geography (location, place, region, human/environmental interaction, and involvement) to describe Michigan.
- Recognize how people have used, adapted to and modified the environment of Michigan.

### Civics

- Distinguish between the roles of state government and local government and explore why state governments are needed.
- Identify the three branches of state government in Michigan and the powers of each.
- Recognize rights and responsibilities of citizenship.

### Economics

- Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan.
- Analyze how Michigan's location and natural resources influenced its economic development.
- Explore push and pull factors of migration that led to population growth in Michigan.

### Public Discourse/Decision Making/Citizen Involvement

- Explore a variety of public issues in Michigan, identify various points of view, and apply core democratic values to support their positions on the issues.

## Effort/Work Habits, Social and Physical Development

Students are expected to:

- Produce quality work.
- Come to school prepared.
- Work independently.
- Work cooperatively in a group setting.
- Demonstrate organizational skills.
- Use time effectively.
- Contribute productively to the classroom.
- Follow instructional directions.
- Complete assignments on time at school.
- Complete homework assignments on time.
- Follow rules.
- Resolve conflicts constructively.
- Respect others' rights, viewpoints, and feelings.
- Respect the property of individuals and school.
- Relate cooperatively with adults.
- Assume responsibility for own actions.
- Recover from situational setbacks.

## Elementary Level Standards for Music, Art and Physical Education

### Music Standards

Students will:

- Sing, alone and with others, a varied repertoire of music.
- Perform on instruments, alone and with others, a varied repertoire of music.
- Improvise melodies, variations and accompaniments.
- Compose and arrange music within specified guidelines.
- Read and notate music.
- Listen, analyze and describe music.
- Evaluate music and music performances.
- Understand relationships between the other arts and disciplines outside the arts.
- Understand music in relation to history and culture.

### Art Standards

- **Performing:** All students will apply skills and knowledge to perform in the arts.
- **Creating:** All students will apply skills and knowledge to create in the arts.
- **Analyzing in Context:** All students will analyze, describe and evaluate works of art.
- **Arts in Context:** All students will understand, analyze and describe the arts in their historical, social and cultural contexts.
- **Connecting to other Arts, other Disciplines and Life:** All students will recognize, analyze and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

### Physical Education

Students will:

- Develop a positive self-image.
- Be able to function as responsible citizens.
- Develop skills in critical thinking and decision making.
- Develop physical skills.
- Develop personal fitness.
- Develop knowledge and understanding of basic mechanical principles.
- Develop knowledge and understanding of factors that may inhibit, enhance or modify participation.
- Develop good safety habits.
- Develop an understanding of the rules, concepts and strategies of games and contests.
- Be able to perform movement patterns.
- Develop interest and skill toward lifetime and leisure activities.

## Suggestions For Parents - Grade 3

- Establish an evening and morning routine that prepares child for the school day and keeps him/her organized. Expect child to complete the routine without your assistance.
- Establish a quiet reading or working space for your child to use regularly.
- Designate a time for completing homework and other responsibilities.
- Review your child's daily work.
- Encourage your child to read independently - provide him/her with books or magazines that are at an appropriate reading level.
- Show your child that you are also a reader - share a common reading time.
- Have your child keep/continue a notebook to make a list and write about wonderings, memories and mind pictures.
- Have your child write a letter/thank you note/invitation to a friend or family member and mail it.
- Ask your child to explain to you how he/she knows or got the answer.
- Practice addition, subtraction, multiplication and division facts throughout the day (while driving, at breakfast, while going for a walk).
- Talk about how you use mathematics in your job and throughout your day.
- Estimate amounts while shopping: Do we have enough money? How many of these could we buy?
- Place a map or globe somewhere in your home. While talking about various locations discussed in books/newspapers, with the family, on TV, etc., point out the locations.
- Notice and discuss events happening in and around your neighborhood, community and state.
- Give informational sources as gifts - books, dictionaries, etc.
- Make resources such as a dictionary, thesaurus, encyclopedias, etc. available at home.
- Become involved in the school (PTA/PTO, classroom volunteer, media center volunteer, etc.).

## Assessments

Assessments are used as tools to monitor student progress and assist the teachers in knowing where to focus their instruction. They may or may not result in a formal grade. Types of assessments include:

- Observations
- Demonstrations
- Conferences
- Checklists
- District Assessments
- MLPP - Michigan Literacy Progress Profile

## Parent-Teacher Communication

Parent/school partnerships are essential to a child's education. We encourage parents to maintain open communication with teachers and school administration throughout the year. Formal reporting of progress occurs during the following intervals (note: report cards are viewable on Synergy)

<b>November:</b>	<b>End of Trimester 1</b> Report Card Conference with Teacher
<b>March:</b>	<b>End of Trimester 2</b> Report Card Optional Conference with Teacher
<b>June:</b>	<b>End of Trimester 3</b> Report Card

Revised Sept. 2017



ROCHESTER  
COMMUNITY SCHOOLS

PRIDE IN EXCELLENCE

# 3<sup>RD</sup> GRADE

# Curriculum Expectations



The Rochester Community Schools Elementary Curriculum Department offers a curriculum that is steeped in rigor and challenge yet incorporates developmentally appropriate practices. The elementary curriculum provides rich experiences for students in all academic content areas as well as art, physical education, music, media, technology, and world language. The curriculum is reviewed frequently for alignment with state of Michigan standards.

The purpose of the elementary curriculum is to provide a strong foundation for future learning and success in which all students acquire high levels of literacy, problem-solving skills, collaborative abilities, and knowledge. The focus on the “whole” child is emphasized in the elementary years by building resiliency in the areas of social and emotional well-being. The information contained in this brochure provides an overview of the expectations for language arts, math, science, social studies, physical education/health, art, music, and world language for specific grade levels.

We invite you to visit your school, confer with teachers/administrators and engage in a dialogue about your child’s learning. A close working relationship between the home and the school helps each child have a meaningful and productive educational experience. It is also a key component in making Rochester Community Schools an exceptional learning environment. We welcome your input and hope this brochure will help you become an informed participant in your child’s education. It is our goal for all of our students to achieve “Pride in Excellence”!

Sincerely,

Michael H. Behrmann  
Executive Director of Elementary Education

#### Notice of Nondiscrimination

Rochester Community Schools does not discriminate on the basis of race, color, religion, national origin, creed or ancestry, age, sex, marital status, or handicap including but not limited to Title II, Title VI, and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendment Act of 1972, and Section 504 of the Rehabilitation Act of 1973. In addition, individuals will not be excluded from, or be denied, the benefits of participation in any program or activity for which the Board is responsible.

Rochester Community Schools has designated the following individual as Compliance Coordinator: Title IX, Section 504, Title II, Assistant Superintendent for Instruction, 501 W. University, Rochester, MI 48307, 248-726-3106.

## Literacy Model

Elementary teachers in Rochester Community Schools deliver literacy instruction using a balanced literacy approach which research has shown is most effective. Students progress along a continuum and build upon previous learning. Teachers provide instruction at various levels of the continuum in order to meet the needs of all their students. Most children remain at one stage for an extended period of time. It is not unusual for a child to be at a particular stage throughout a grade level.

### Read Aloud

The teacher reads aloud to the whole class using a carefully selected text which may be fiction or nonfiction. Some read aloud sessions include student responses with partners turning to talk to each other about the text to aid in comprehension, and other sessions are for enjoyment and vocabulary development.

### Shared Reading

A text is read together as a class. Texts are chosen based on literary value or a skill or strategy the teacher wants to target. It is often a text that would be too difficult for some students to read if they were asked to read it alone. Students read the text multiple times and are engaged in discussion about the text, skill or strategy. After practice, the teacher may ask the students to demonstrate their learning by completing a task related to the text.

### Reading Workshop

A variety of literacy activities may occur during reading workshop. The teacher begins with a whole class mini-lesson focusing on a skill or strategy that will benefit all students. Next, the teacher may meet with guided reading groups or have conferences with individual students about their reading. During this time, students self-select and read books that are at their **independent** reading levels where they can read almost all the words accurately and fluently. Comprehension of the text is of the utmost importance.

### Guided Reading

The teacher works with small groups of students who have similar reading needs. Books or articles that are at the students’ **instructional** level are used, and the teacher makes teaching points and supports the students as they read the text silently or aloud. The text may be above, below or at what is considered grade level. Students are able to learn and practice new skills or strategies that will help them grow as readers.

### Writing Workshop

Using a format similar to reading workshop, students engage in a variety of writing activities. The teacher guides the process and provides instruction through mini-lessons and conferences. Students use notebooks to collect ideas and practice strategies as they work their way through the prewriting, drafting, revising, editing and publishing process. An important aspect of the workshop involves students sharing their writing with others and getting feedback.

### Shared Writing

The teacher and students work together. At times, a “shared pen” technique is used that involves the children in the writing. It is an instructional approach with a focused outcome. In grades K-2 the outcome may be as simple as composing sentences, messages, or stories. In grades 3-5 the outcome might include writing dialogue, outlines or using previously-gathered information to generate a research paper.

### Spelling, Phonics and Grammar

Instruction in these areas is woven throughout all the elements of the Literacy Model. Teachers help students notice and use letters, sounds, and spelling patterns. Each grade level has a list of priority words that all students are expected to spell correctly in their everyday writing. Grammar is taught within the context of authentic writing experiences.

## English Language Arts

By the end of 3rd grade, students are expected to at least be at the Expanding level of development. At the Expanding level, students will be able to:

### Reading

- Read and comprehend a variety of grade level texts.
- Use strategies to decode words and understand vocabulary.
- Read with sufficient accuracy and fluency to support comprehension.
- Ask and answer questions to demonstrate understanding of a text.
- Describe characters’ thoughts and motivations, theme, and lesson/moral.
- Identify the form and purpose of narrative and informational texts.
- Use information gained from illustrations to support understanding of a text.
- Compare and contrast texts by the same author and texts on the same topic.
- Distinguish own point of view from that of the author and characters.
- Determine main idea/topic of a text using supporting details.
- Describe the logical sequence found in texts.

### Writing

- Write organized narratives with relevant details and precise word choice.
- Write organized informational pieces with supporting details.
- Write organized opinion pieces using supporting evidence.
- Write constructed responses across subject areas.
- Use conventions to edit (grammar, mechanics, spelling).
- Consistently apply spelling patterns.
- Plan, evaluate, and revise writing.
- Use technology to produce and publish writing with support

### Speaking and Listening

- Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.
- Determine the main ideas and supporting details of a read aloud text and information presented in diverse media and formats.
- Ask and answer questions, using complete sentences with appropriate detail related to the topic.

### Language

- Demonstrate command of standard English grammar and conventions when writing and spelling.
- Determine the meaning of unknown and multiple meaning words and phrases.
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- Accurately use grade appropriate conversational phrases.

## World Languages

Students will:

- Receive instruction in world languages that exposes them to cultural aspects.
- Acquire beginning conversational, reading, and writing skills.

## Science

Students will:

### Process Skills

- Use the process skills of observing, questioning, and measuring.
- Communicate findings of observations.
- Identify technology used in everyday life and problems that may be solved through the use of technology.

### Forces and Interactions

- Determine the effect of equal and unequal forces on an object.
- Determine how magnetic forces can be used to solve problems.
- Observe and measure the motion of objects to describe motion and discover patterns in motion.
- Compare and contrast motion in terms of speed and direction.
- Identify gravity as a force that pulls objects down.

### Organization of Living Things

- Describe the function of plant parts and animal structures.
- Classify plants and animals by their physical characteristics.
- Relate characteristics and functions of plants and animals to their environment adaptations.

## Science (continued)

### Earth Systems

- Identify natural and renewable resources and describe how they can be recycled, reused, reduced, and renewed.
- Describe ways humans are dependent on and affect the natural environment.

### Solid Earth

- Recognize different types of earth materials.
- Identify natural causes of change in the Earth’s surface.
- Identify Earth materials used in construction, heating, and transportation.

## Mathematics

The Mathematical Strands are the end of year goals for 3rd grade children. Although it is understood that children develop at different rates, the goal is that students will be able to demonstrate competency in these areas:

### Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Demonstrate multiplication facts 0-10 are memorized.
- Demonstrate division facts 0-10 are memorized.
- Solve two-step word problems using the four operations.
- Identify, use, construct, and explain repeating, shrinking, and growing patterns.

### Number and Operations In Base Ten

- Use place value understanding to round whole numbers to the nearest 10 or 100.
- Compute addition with up to 3-digit numbers.
- Compute subtraction with up to 3-digit numbers.
- Multiply 1-digit numbers by multiples of 10 in the range 10-90.

### Number and Operations-Fractions

- Interpret the part-whole meaning of any fraction with models using fraction symbols and word names.
- Compare and order fractions; recognizes and generates simple equivalent fractions ( $1/2=2/4$ ).

### Measurement and Data

- Solve problems involving measurement (time to the minute; time intervals in minutes; volume and mass).
- Generate, represent and interpret data in table or graph form.
- Understand concepts of area and relate area to multiplication and addition.
- Recognize and find perimeter as an attribute of plane figures.

### Geometry

- Identify and compare attributes of two-dimensional shapes.