

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

We consider parent-teacher communication to be an essential piece of your child's education. We encourage you to keep the lines of communication open throughout the year.

Progress reports are scheduled as follows:

November:	End of Marking Period 1 Conference Report Conference with Teacher
January:	End of Marking Period 2 / End of Semester 1 Report Card
April:	End of Marking Period 3 Conference Report Conference with Teacher
June:	End of Marking Period 4 / End of Semester 2 Report Card (mailed home)

Revised Sept. 2010

3RD GRADE

Curriculum Expectations



The Rochester Community Schools' strategic plan is aligned with the Michigan Schools Framework which includes performance indicators and benchmarks for student achievement. We know that in order for our District to maintain its reputation for excellence, we must be focused on continuous improvement. In the area of student learning, one of our goals is to provide a curriculum which meets students' needs and challenges them based on their abilities.

The Curriculum and Instruction Department has developed curriculum based on the District philosophy and mission for K-12 education while being in alignment with the State and National Standards Content Expectations. Content expectations are the "what", instruction is the "how", and assessment informs us "when" students are ready for the next step. The curriculum is modified and adjusted on a regular basis to ensure students receive the instruction necessary to keep pace in today's global society.

The information contained in this brochure provides an overview of the expectations for Language Arts, Math, Science, Social Studies, Physical Education/Health, Art and Music for your child's specific grade level. As you review this information, please keep in mind that during the elementary school years a child acquires the skills, attitudes and behaviors which provide the foundation for future learning.

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.

Sincerely,

Geraldine K. Roberts-Moore
Assistant Superintendent for Instruction

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 on the continuum of skills and competencies. At the Expanding level, students will be able to:

Reading

- Consistently apply various strategies to figure out unfamiliar words in and out of context.
- Identify base words, common prefixes and suffixes.
- Apply syllable patterns.
- Read a variety of narrative and informational grade level text fluently.
- Identify the form and purpose of narrative genres such as folktales, fables, and realistic fiction.
- Describe characters' thoughts and motivations, theme, main idea, and lesson/moral.
- Identify features of informational text and locate information using titles, headings and subheadings, timelines, prefaces, indices, and tables of contents.
- Make predictions and draw conclusions using supporting evidence.
- Retell a story in sequence using the main idea and relevant details.
- Reflects on strengths and weaknesses as a reader.
- Persists with challenging text.

Writing

- Write and revise drafts with paragraphs having multiple sentences.
- Edits using dictionaries, spell check, writing references and checklists.
- Demonstrate enthusiasm for writing.
- Write fables, folktales or realistic fiction that develop character traits.
- Write informational pieces including feature articles.
- Form upper and lower case cursive letters fluently and legibly.
- Spell grade level list of high-frequency words correctly in everyday writing.
- Use dictionaries and spell checkers to spell correctly.
- Write sentences with correct subjects and verb tenses and write dialogue with quotation marks and punctuation.

Speaking, Listening and Viewing

- Listen and view to gain knowledge.
- Participate in lengthier conversations to make meaning of text.
- Know that spoken language differs between neighborhood regions.
- Respond to multiple text types by reflecting, making connections, and sharing understanding.
- Ask questions relating to the topic.

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.

Force and Motion

- Identify the force that pulls objects toward the Earth.
- Describe how a push or a pull is a force and demonstrate how a change in motion is related to the force.
- Compare and contrast the motion of objects in terms of direction.
- Identify light and sound as forms of energy.
- Demonstrate that light travels in a straight line and how shadows are made.
- Relate sounds to their sources of vibration.
- Demonstrate the effect of heat and light on objects.

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.

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:

Numeration

- Demonstrate concepts of place value up to 10,000s with models, symbols, and expanded notation.
- Classify numbers as even or odd.
- Recognize the reasonableness of "ball park" estimates.
- Interpret the meaning of any fraction with models using fraction symbols and word names.
- Add, compare, and order fractions on a number line (denominators of 2, 4 and 8).
- Recognize equivalent fractions with denominators 2, 4, and 8.
- Represent and order decimals with models.

Measurement

- Choose appropriate units for measuring distance, time, weight and temperature.
- Record time to the minute.
- Measure in mixed units (feet and inches, centimeters and meters, grams and kilograms, ounces and pounds, milliliters and liters, minutes and hours, and months and years).
- Determine the area of an object using square units (inches, centimeters).
- Describe the perimeter and measure line segments to determine the perimeter of simple polygons.
- Solve story problems involving the addition and subtraction of money.

Geometry

- Identify and compare properties of 2- and 3-dimensional shapes.
- Identify properties of lines, line segments, rays, planes, and perpendicular and parallel lines in the environment.
- Explain symmetry, similarity, and congruence with simple plane shapes.

Numerical / Algebraic Operations & Analytical Thinking

- Estimate and compute addition and subtraction problems with up to 3-digit numbers.
- Construct models to show 1-digit multiplication problems.
- Demonstrate that multiplication and division facts 0-10 are memorized.
- Describe multiplication and division using mathematical terminology (factor, product, divisor, dividend, quotient).
- Explain, write, and solve number stories.
- Read, write, add, subtract, and compare decimals up to hundredths.
- Apply calculator keys for all operations including decimals.
- Use different problem solving strategies such as eliminate possibilities, find a pattern, or draw a picture.
- Check a solution by evaluating the reasonableness of the answer.
- Find solutions to open sentences for +, -, x, problems (Ex. $__ \times 7 = 21$).

Patterns, Relationships & Functions

- Recognize, describe, and extend patterns using models including square numbers.
- Identify, use, construct, and explain repeating, shrinking, and growing patterns.
- Recognize geometric and numerical patterns in the environment.
- Formulate a rule for sorting objects using no more than two attributes.

Statistics, Data Analysis & Probability

- Draw conclusions supported by data in table or graph form using the terms maximum, minimum and range.
- Make predictions based on outcomes of probability experiments.