

PHYSICAL EDUCATION (CONTINUED)

The Grade Three Physical Education Curriculum incorporates four main areas:

Movement and Exploration (20%): locomotor, non-locomotor, axial, manipulative exploration of small equipment; movement fundamentals utilizing qualities of movement, body control, spatial and body awareness (kinesthesia); creative movement; fundamental skills.

Rhythms (20%): movement to beats and patterns; folk, aerobic and modern dance; creative movement or dance; expression to sounds; improvisation to music.

Games (35%): specific skills; low organized lead-up games; individual, dual, and team sports (soccer, basketball, track and field, softball, floor hockey, and volleyball).

Gymnastics (25%): large apparatus; stunts and tumbling; balance and partner activities; developmental exercises.

HEALTH

Students in Grades K-5 are taught THE GREAT BODY SHOP curriculum. This curriculum is comprehensive and progressive, enabling students to expand their health knowledge from the foundation that was acquired in the previous grade.

Parents will receive monthly bulletins to preview the health topics and information to be covered that month. At the end of each unit of four lessons, students will bring home their colorful and informative student editions for family discussion.

Occasionally students will have homework to do with parents regarding that unit's health topic. Although it is not mandatory for students to return the homework assignments, it reinforces students' learning to review at home what is learned at school. Ongoing communication between children and parents regarding health will help prepare children for a lifetime of wellness.

The following monthly topics are presented during the Grade Three year:

SEPTEMBER: INJURY PREVENTION & PERSONAL SAFETY

Topics: Personal safety; identifying emergencies; safety at home & away; responsible strategies to avoid risk; assertiveness; refusal skills.

OCTOBER: FUNCTIONS OF THE BODY

Topics: Functions of the eye; how the sense of sight works; eye problems; eye care standards; responsible care for the eyes.

NOVEMBER: NUTRITION

Topics: How nutrients nourish cells; process of digestion; healthful foods vs. less healthful foods; nutritional guidelines; reading & interpreting food labels; healthful habits.

DECEMBER: COMMUNITY HEALTH & SAFETY

Topics: Community safety laws & regulations; pollution; goals to keep your

community clean; identifying how drugs & violence hurt a community; personal responsibility for keeping a community drug & violence free.

JANUARY: ILLNESS PREVENTION

Topics: How germs spread; keeping clean & healthy; vaccines & medicines to help prevent & cure illness; communicable vs. other illnesses.

FEBRUARY: HUMAN GROWTH & DEVELOPMENT

Topics: Different types of families; role of genes in growth & development; what makes you unique; describing personal safety; different responsibilities & traditions; accepting diversity; setting goals.

MARCH: SUBSTANCE ABUSE & PREVENTION

Topics: Drugs & the law; short-term & long-term goals; safe & drug free community; drug addiction; building values; refusal skills.

APRIL: SELF WORTH, MENTAL & EMOTIONAL HEALTH

Topics: Positive attitude; values & goals; how attitudes affect actions; respect & empathy; different points of view; helping others; communication; refusal skills; personal responsibility for health & safety behaviors.

MAY: ENVIRONMENTAL HEALTH

Topics: Body problems; sensitivity to the physically challenged; acceptance of learning differences; being a good citizen; problem solving.

JUNE: PHYSICAL FITNESS

Topics: Skeleton; posture; how joints help us to move; health benefits & enjoyment of exercise; goals for fitness.

TECHNOLOGY

The curriculum for the Rockport Elementary School Technology Program at each grade level develops students' basic technology skills and knowledge using tools to enhance learning. Students also gain an understanding of the issues of ethics and safety relating to the use of electronic media. They apply technology tools for communication, creativity, research, problem-solving, and decision-making to further enhance learning.

BASIC TECHNOLOGY SKILLS AND KNOWLEDGE

Students will:

- Develop basic keyboarding skills.
- Develop technology skills in using the basic components of a computer.
- Develop the use of grade level appropriate computer vocabulary.

ISSUES OF ETHICS AND SAFETY RELATING TO THE USE OF ELECTRONIC MEDIA

Students will:

- Demonstrate responsible use of technology.
- Recognize ownership and authorship of software and student and/or teacher products.

LIBRARY

The curriculum for the Rockport Elementary School Library Media Program at each grade level addresses Information Literacy Skills and Literature Appreciation. In addition to the Massachusetts Curriculum Frameworks, it supports the Information Literacy Standards for Student Learning developed by the Massachusetts School Library Media Association.

INFORMATION LITERACY SKILLS

Students will:

- Use electronic and print resources (children's dictionaries, children's encyclopedias) as sources of information.
- Use the online catalog to locate books for research and for independent reading.
- Locate books on shelves using call numbers.

TECHNOLOGY TOOLS FOR COMMUNICATION, CREATIVITY, RESEARCH, PROBLEM-SOLVING, AND DECISION-MAKING

Students will:

- Use technology to organize data, interpret information and draw conclusions.
- Use grade appropriate multimedia reference sources.
- Use a variety of multimedia reference sources with assistance.
- Explore bookmarked web sites.
- Draw conclusions using information gathered from electronic resources.
- Use grade appropriate curriculum related software.
- Demonstrate ability to locate, evaluate, and collect information from a variety of sources, to process data, and report results.

A detailed chart of K-5 Technology Learning Goals and Expectations can be viewed at: <http://teacherweb.com/MA/RockportElementarySchool/ElementaryTechnologyLab/photo1.stm>

It is also possible to link to the above site from our school website at: <http://www.rockport.k12.ma.us/res/>

- Follow circulation procedures.
- Select books of appropriate reading and interest levels independently.

LITERATURE APPRECIATION

Students will:

- Explore various literary genres (e.g. biography, humor, poetry, mystery).
- Expand literary background through introduction to new authors and titles.
- Share ideas presented in literature.
- Participate in Junior Great Books program.

For more detailed information on the library curriculum, please visit the Library Curriculum page on the Rockport Elementary School Library website at <http://www.teacherweb.com/MA/RockportElementarySchool/phussey>

Rockport Public Schools GRADE THREE Curriculum Overview

The Rockport Elementary School curriculum supports the learning standards set forth in the Massachusetts Curriculum Frameworks. This brochure was developed to provide you with a brief description and overview of each of the subjects your child will study during the current school year.



It is hoped that this overview, as well as continued communication with your child's teacher, will keep you informed about what your child is learning and how he/she is progressing throughout the school year.

LANGUAGE ARTS

The Rockport Elementary School Language Arts Curriculum addresses the areas of language (speaking and listening), reading (decoding, comprehension, and literature), and writing (writing process, conventions & grammar, literature response, and in Grades 2-5 narrative & expository writing) through a balanced literacy program.

Speaking and listening are the foundations of verbal communication. These language skills are developed through participation in one-to-one conferences, group meetings, and individual presentations.

Throughout the grades, students are actively engaged in reading a variety of imaginative, expository, and informational texts of increasing complexity, thus helping them to gain an understanding of the elements and structure of different genres. The five critical components essential to reading success (phonological awareness, phonics, fluency, vocabulary, and comprehension) are woven throughout the reading curriculum. Students participate in shared, guided, and independent reading activities, as well as experience interactive read alouds.

Students learn ways to become versatile writers and to effectively communicate their ideas to a variety of audiences. Writing instruction is likewise provided through shared, guided, and independent writing experiences.

Included in this Grade Three overview are *selected* components from each language arts area.

LANGUAGE

Students will:

- Follow agreed-upon rules for discussion and carry out assigned roles in self-run small group discussions.
- Initiate new topics in addition to responding to adult initiated topics.
- Contribute knowledge & ask/respond to questions with sufficient elaboration during class discussion in order to develop ideas for a class project and generate interview questions to be used as part of the project.
- Confirm understanding by paraphrasing an adult's directions or suggestions.
- Give oral presentations about experiences, interests, or opinions, using eye contact, adequate volume, clear pronunciation, and recognizable organization.
- Identify base words and their inflectional forms, words with multiple meanings, and common antonyms, synonyms, and homonyms.
- Determine the meaning of unknown words using context clues and knowledge of root words, prefixes, and suffixes.
- Determine meanings of words and alternate word choices using a dictionary or thesaurus.
- Identify and demonstrate correct use of basic parts of speech.
- Identify and use correct mechanics, correct usage, and correct sentence structure.

READING

DECODING

Students will:

- Understand and use phonological awareness to blend sounds for complex words.
- Demonstrate knowledge of onsets and rimes.
- Integrate the three cueing systems (semantic/meaning, syntactic/grammatical structure, graphophonic/visual) by searching, predicting, confirming, self-correcting, reading ahead, rereading, and cross checking to monitor reading.
- Use phonics skills/decoding strategies and structural analysis skills to read unfamiliar words.
- Read with fluency, phrasing, and expression.

COMPREHENSION

Students will:

- Use prereading strategies (e.g. activate prior knowledge, make predictions), reading strategies (e.g. visualize, make connections, verify predictions, reread to clarify meaning, draw conclusions, infer unstated ideas) and post reading strategies (e.g. locate information, respond to questions, retell the story, restate a number of significant facts, form and support opinions).
- Locate and understand significant information from at least two sources.
- Differentiate between fact and fiction.
- Summarize stories focusing on setting, characters, problems, sequence of events, and resolutions.
- Identify themes and genres.
- Identify elements of style of an author/illustrator.
- Distinguish between main idea and detail.

LITERATURE

Students will:

- Listen to, experience, or read works representing various genres, themes, authors, and illustrators.
- Develop a personal appreciation for types of genres, favorite authors, and favorite illustrators.
- Read silently for information, pleasure, and insight.

WRITING

WRITING PROCESS

Students will:

- Write about self-selected topics known and cared about.
- Choose a manageable, focused topic.
- Stay on selected topic and maintain a focus.
- Express voice through words.
- Use more conventional & less developmental spelling to write words.
- Include appropriate facts & details.
- Write in different genres.
- Revise selected pieces for clarity by asking, "Does this make sense? What else will my reader need/want to know?"
- Self-edit selected pieces for conventions and grammar by using individual proofreading lists & other sources.
- Publish selected pieces.
- Respond positively & appropriately to another student's or teacher's sharing of writing.

CONVENTIONS & GRAMMAR

Students will:

- Use correct spelling for high-frequency words, words with common spelling patterns, and words that are accessible.
- Write legibly using correct formation of upper and lower case manuscript or cursive letters.
- Capitalize proper nouns, the first word in a sentence, the pronoun I, and titles.
- Use periods, question marks, and exclamation points correctly, and use quotation marks and appropriate punctuation when writing dialogue.

(Continued on next panel)

L A N G U A G E A R T S (CONTINUED)

- Use commas in dates, series, letter writing, addresses, and dialogue, and use apostrophes in contractions and to show possession.
- Write in complete sentences using varied sentence structure.

LITERATURE RESPONSE

Students will:

- Give an opinion or make a judgment that is evaluative, reflective, interpretive, or analytic.
- Engage the reader by establishing a context, creating a point of view, and using one's voice.
- Support judgment through references to the text and/or personal knowledge/experiences.

NARRATIVE WRITING

Students will:

- Create a narrative account that involves a setting, characters, plot, sufficient details, and a sense of closure to the writing.
- Maintain a focus and include relevant information.

M A T H E M A T I C S

The Grade Three mathematics program is based on the Investigations in Number, Data, and Space curriculum and is accompanied by activities from other supplemental programs. Skills and concepts from each of the five mathematical strands are addressed.

NUMBER SENSE AND OPERATIONS

COMPUTATION

Students will:

- Practice, share, and become fluent with multiple strategies for computation and problem solving.
- Select and use appropriate operations(s) to solve problems.
- Add and subtract up to five-digit numbers.
- Develop an understanding of and the ability to use the conventional algorithms for addition and subtraction up to five-digit numbers.
- Select, use and explain various meanings and models of multiplication and division of whole numbers. Understand and use the inverse relationship between the two operations.
- Master rounding of whole numbers through 10,000 to the nearest 10, 100, 1000, and 10,000.

UNDERSTANDING

Students will:

- Exhibit an understanding of the base ten number system by reading, modeling, writing, and interpreting whole numbers to at least 10,000, demonstrate an understanding of the values of the digits, and compare and order the numbers.
- Begin to develop an understanding of fractions as parts of unit wholes, as parts of a collection, and as locations on the number line.
- Select, use, and explain models to relate common fractions and mixed numbers.
- Find equivalent fractions, and mixed numbers and order fractions.
- Recognize classes to which a number may belong, and identify the numbers in those classes. Use these in the solution of problems.
- Select, use, and explain the commutative, associative, and identity properties of operations on whole numbers in problem situations.

PROBLEM SOLVING

Students will:

- Select and use a variety of strategies to estimate quantities, measures, and the results of whole-number computations up to three-digit whole numbers.

PATTERNS, RELATIONS, AND ALGEBRA

Students will:

- Create, describe, extend, and explain symbolic (geometric) and numeric patterns,

- Exclude extraneous details and inconsistencies.
- Use simple dialogue and descriptive language to develop plot & characters.
- Engage the reader by establishing a context, creating a point of view, and using one's voice.

EXPOSITORY WRITING

Students will:

- Utilize an organizational strategy for informational writing.
- Engage the reader by establishing a context, creating a point of view, and using one's voice.
- Provide a main idea and some supporting facts and details.
- Use a variety of ways to present ideas and information appropriate to a specific purpose and audience.
- Describe or analyze the topic, provide facts and details, and exclude extraneous information.
- Write the steps needed to complete a task in sequential order.

including multiplication patterns.

- Be introduced to symbol and letter variables (e.g., x) to represent unknowns or quantities that vary in expressions and in equations or inequalities.
- Be introduced to values of variables in simple equations.
- Use pictures, models, tables, charts, graphs, words, number sentences, and mathematical notations to interpret mathematical relationships.

G E O M E T R Y

Students will:

- Compare and analyze attributes and other features (e.g., number of sides, faces, corners, etc.) of two and three-dimensional geometric shapes.
- Describe, model, draw, compare, and classify two- and three-dimensional shapes.
- Recognize similar figures.
- Describe and apply techniques such as reflections, rotations, and translations for determining if two shapes are congruent.
- Identify and describe line symmetry in two-dimensional shapes.

M E A S U R E M E N T

Students will:

- Demonstrate an understanding of such attributes as length, area, weight, and volume, and select the appropriate type of unit for measuring each attribute.
- Be introduced to simple unit conversions within a system of measurement.
- Identify time to the minute on analog and digital clocks using a.m. and p.m.
- Compute elapsed time using a clock and using a calendar.
- Estimate and find the area and perimeter of squares and rectangles using diagrams, models, and grids or by measuring.
- Identify and use appropriate metric and English units and tools to estimate measure, and solve problems involving length, area, volume, weight, time, and temperature.

DATA ANALYSIS, STATISTICS, AND PROBABILITY

Students will:

- Match representations of a data set such as lists, tables, or graphs with the actual set of data.
- Construct, draw conclusions, and make predictions from various representations of data sets, including tables, bar graphs, pictographs, line graphs, line plots, and tallies.
- Represent the possible outcomes for a simple probability situation.
- Collect and organize data using observations, measurements, surveys, or experiments, and identify appropriate ways to display the data.

taught as stand alone skills. Areas of study include the earth in the solar system, characteristics of plants and animals, plant structures and functions, adaptations of living things, properties of matter, simple and complex machines.

EARTH AND SPACE SCIENCE

Students will:

- Recognize that the earth is part of a system called the “solar system” that includes the sun (a star), planets, and many moons.

(Continued on next panel)

S C I E N C E (CONTINUED)

- Recognize that the earth revolves around (orbits) the sun in a year's time and that the earth rotates on its axis once approximately every 24 hours.
- Make connections between the rotation of the earth and day/night, and the apparent movement of the sun, moon, and stars across the sky.
- Describe the changes that occur in the observable shape of the moon over the course of a month.

LIFE SCIENCES

Students will:

- Classify plants and animals according to the physical characteristics that they share.
- Describe the major stages that characterize the life cycle of the butterfly or frog as they go through metamorphosis.
- Identify the structures in plants and animals that enable them to function and survive in their particular environment.
- Give examples of how inherited characteristics may change over time as

S O C I A L S T U D I E S

Drawing on information from local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own town and about famous people and events in Massachusetts history.

Students will:

- Locate on a map the New England states and the Atlantic Ocean.
- On a map of Massachusetts, locate their hometown, local geographical features, and landmarks, as well as identify and explain the purpose and significance of historic buildings and monuments.

M U S I C

A continuation of Conversational Solfege, a sequential music literacy method developed by a leader in music education, John Feierabend, is taught in Grade Three. This method uses traditional American folk songs, games, dances, and classical music to teach music literacy. Preservation of our American musical heritage is key in this method while teaching children to hear, say, sing, write, and create music. Students continue to learn syllables (do,re, mi) and apply both syllables and their rhythm experience toward reading and playing recorder music. This method addresses the National Standards and Massachusetts Frameworks for music.

A R T

The Arts are an essential part of the human experience. Arts Education enables students to look at, hear, and feel their environment in a non rigid manner. Through the study and creation of art, appreciation of artists, and the study of art history, students develop the tools necessary to communicate their understanding of the world. The Rockport Elementary School Visual Arts Curriculum seeks to address the Massachusetts Visual Arts Curriculum Frameworks using a variety of approaches.

Students will:

- **Become visually aware of detail in the natural and constructed environments** by becoming increasingly aware of the vast amount of visual detail in the environment.
- **Understand the elements of visual art** by increasing the variety of ways students use line, color, texture, and shape in their own work.
- **Develop concepts which will in later years, lead to an understanding of order in the visual environment** by identifying both formal and informal patterns, identifying examples of contrast in the natural and constructed environment and in art work, and by beginning to use pattern and contrast purposefully in their own art works.
- **Begin to develop skills which will help students, in later years, to depict people and objects accurately** by understanding that the inclusion of details enhances depiction.

P H Y S I C A L E D U C A T I O N

Physical education addresses the cognitive, physical, social, and emotional domains of the child. Through a variety of movement activities and assessments students learn and apply spatial awareness concepts, team-building skills, problem-solving skills, imagery, and guided discovery. Movement activities encompass developmentally appropriate manipulative, locomotor, and non-locomotor skills as individuals and in teams, as well as application of movement concepts such as direction, balance, range, force absorption, and body control to extend versatility and improve physical performance. Students will perform rhythm routines including dancing to demonstrate fundamental movement skills.

- adaptations to changes in the environment that enable organisms to survive.
- Give examples of how changes in the environment have caused some plants and animals to die.
- Give examples of how living things can cause changes in their environment and discuss the importance of wetlands to human survival.
- Explain how changes in the environment may affect the ecosystem.

PHYSICAL SCIENCE

Students will:

- Differentiate between properties of objects (size, shape, weight) and properties of materials (color, texture, hardness).

TECHNOLOGY/ ENGINEERING

Students will:

- Identify materials used to accomplish a design task based on a specific property.
- Identify and explain the difference between simple and complex machines.

- Identify when their hometown was founded, and describe the different groups of people who have settled in the community since its founding.
- Identify the Wampanoags and their leader at the time the Pilgrims arrived, and describe their way of life.
- Identify who the Pilgrims were, explain why they left Europe to seek religious freedom, and describe their journey and early years in Plymouth Colony.
- Identify the Declaration of Independence, the Constitution, and the Bill of Rights as key American documents.

Students will:

- Learn about ballet, including the orchestra, the music, and how the story fits with the music by studying “The Firebird”.
- Learn about the composer, Stravinsky.
- Learn American folk songs, dances, and games to develop group participation, cooperation, moving to the beat, and remembering the sequence of directions.
- Use their newly learned skills by playing the recorder which is a significant part of the year, ending in a spring performance.
- Discuss band instruments that will involve them in Beginning Band in Grade Four.

- **Begin to understand where ideas for visual expressions come from** by beginning to understand that art works express unique ideas and by exploring various sources of ideas for art works.
- **Organize ideas into visual art expressions, using the processes and materials of visual art** by beginning to articulate their own reasons for creating particular works of art and by beginning to make basic decisions about their methods and materials.
- **Become aware of the presence of the visual art in their own homes, town and surrounding communities** by beginning to understand that art plays a role in the daily life of their community and by beginning to understand that many different cultural groups contribute to a community's artistic make-up.
- **Become familiar with visual art and artists** by exploring the contributions of visual artists, past and present, and by beginning to understand that art tells something about the society or community in which it was created.

For an expanded version of the Rockport Elementary School Art Curriculum please visit our web site at: <http://www.rockport.k12.ma.us/res/>

Through the study of fitness students will be able to identify physical and psychological changes that result from participation in a variety of physical activities. Students will explain the benefits of physical fitness to good health and increased active lifestyle, and identify the major behaviors that contribute to wellness. Through the study of personal and social competency students will be able to demonstrate responsible personal and social conduct used in physical activity settings. Students are encouraged to develop positive attitudes toward the pursuit of lifelong fitness.

(Continued on back panel)