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GRADE 3 CURRICULUM

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GRADE 3: MATHEMATICS

The Third Grade Math Program is a “hands-on”, success-oriented program that emphasizes manipulative and mental math. The series addresses the multisensory approach to teaching and is designed for heterogeneously grouped children. Its use will enable all children to develop a solid foundation in the language and basic concepts of mathematics. In this program, concepts are presented in carefully selected group activities. All areas of mathematics are integrated so that children see the interrelationships.

OBJECTIVES

Number Sense

Students will be able to:

- Create place value charts to the ten thousandths
- Find number patterns
- Compare numbers
- Order numbers
- Round 2 digit, 3 digit and 4 digit numbers
- Relate addition/subtraction and multiplication/division
- Identify odd and even numbers
- Round numbers to the nearest 10
- Write numbers in expanded form

Addition

Students will be able to:

- Focus on the addition properties
- Estimate sums
- Regroup ones and tens
- Complete column addition
- Add greater numbers

Subtraction

Students will be able to:

- Focus on subtraction rules
- Estimate differences
- Regroup tens and hundreds
- Subtract across zeros
- Subtract greater numbers

Money

Students will be able to:

- Learn the value of money
- Count coins and bills
- Make change
- Compare money amounts
- Round money
- Write money amounts using cent and dollar signs

Data

Students will be able to:

- Collect and organize data
- Explore range, median, mode and mean
- Create line plots
- Make a table
- Make a pictograph
- Make a bar graph
- Read graphs with ordered pairs

Probability

Students will be able to:

- Identify outcomes
- Make predictions
- Use spinners and tiles to understand probability

Multiplication

Students will be able to:

- Identify and use the multiplication sign and algorithm
- Multiply by numbers 1 through 10
- Learn the commutative property of multiplication
- Understand how to read a multiplication table
- Find patterns on a multiplication table
- Multiply with three numbers
- Multiply multiples of 10, 100, 1,000
- Multiply 2 digit numbers by one digit number
- Multiply 3 digit numbers by one digit number
- Multiply money

Problem Solving

Students will be able to:

- Choose a method to solve a problem
- Solve using different types of graphs
- Explain how they get an answer
- Use probability to understand problems
- Use comparison symbols to solve problems
- Make organized lists
- Draw a picture
- Use a schedule
- Use logical reasoning
- Use visual thinking to solve problems
- Work backwards to solve problems
- Work on multi-step problems
- Choose the correct operation to use when solving a problem

Introduction To

Students will be introduced to the concepts of:

- Division
- Clocks and Measurement
- Fractions

TEXTS/ MATERIALS

- Teacher text: Houghton Mifflin Math Teacher's Edition (2007)
- Student text: Houghton Mifflin Math Students' Edition (2007)
- Houghton Mifflin Practice Books (2007)
- Houghton Mifflin Homework workbooks (2007)
- Houghton Mifflin Chapter Resource books (2007)
- Examview Test Generator: Houghton Mifflin Math (2007)
- Math manipulatives
- SMARTboard
- White boards
- Work mats
- Expo markers
- Chalkboard
- Computer
- iPads

INSTRUCTION

The teacher will:

- Review previously taught concepts with the students
- Introduce the new lesson
- Use and employ manipulatives to enhance learning
- Use technology such as SMARTboard and iPads to support the program of study
- Assign and assess student progress through homework assignments, tests, quizzes, etc.
- Conference with students to assess learning
- Test and evaluate students to assess learning

*Prepared by Deanna Quimby and Elizabeth Torpey
April 30, 2015*

GRADE 3: SCIENCE

The third grade science curriculum focuses on life science, earth science and physical science. The students' knowledge is gained chiefly through observation, inquiry-based activities and hands-on experiments. The students learn in a sequential manner which allows them to use their prior knowledge so that they have a deeper understanding of the concepts which are being taught.

OBJECTIVES

Life Science

A Look at Living Things

Students will be able to:

- compare nonliving and living things
- describe what living things need in order to survive
- understand plant structures and functions
- describe how plants are classified
- describe what an animal needs to survive
- understand the difference between vertebrates and invertebrates
- classify animals into groups based on their structures

Living Things Grow and Change

Students will be able to:

- understand how plants grow and reproduce
- recognize the life cycles of different types of plants
- explain how some traits are inherited from parents
- distinguish between learned and unlearned traits

Living Things in Ecosystems

Students will be able to:

- define an ecosystem
- identify different ecosystems
- describe characteristics of different ecosystems
- understand how energy moves through a food chain
- identify the roles of different organisms in a food web
- recognize adaptations that allow organisms to survive in certain environments
- explain how adaptations help organisms survive

Changes in Ecosystems

Students will be able to:

- identify ways that living things change their environment
- explain how different organisms compete with each other for food, water and shelter
- show how environmental changes affect living things
- explain what it means for an animal to be endangered
- explain how scientists learn about ancient plants and animals by studying fossils
- show how present-day organisms are similar to those that lived long ago

Physical Science

Matter

Students will be able to:

- define matter
- describe properties of matter and understand that properties can be used to identify matter
- measure matter using tools that record standard units
- compare and contrast weight and mass
- define the three common states of matter
- explain the properties of liquids, solids, gases

Changes in Matter

Students will be able to:

- measure and record the temperature of water in different states
- identify the effect of heating and cooling matter
- define physical changes as those that do not change the identity of a material
- describe how to make and separate mixtures
- describe chemical changes
- understand that chemical changes are part of our everyday life

Forces and Motion

Students will be able to:

- define and relate position and motion
- define speed using distance and time
- identify a force and relate force to motion
- define common forces
- define energy and work
- discuss the forms of energy and how energy changes from one form to another
- identify and describe simple machines

Forms of Energy

Students will be able to:

- describe how heat moves
- compare insulators and conductors
- describe how vibrations produce sounds
- compare a pitch and volume of sound
- explore how light travels
- describe how colors are seen
- describe electrical charge
- identify the parts of a circuit

Earth Science

Earth Changes

Students will be able to:

- identify Earth's landforms and the features of the ocean floor
- describe the layers of the earth
- describe earthquakes and volcanoes and identify their effects
- describe the effects of landslides and floods
- describe and identify the forces that cause weathering and erosion
- analyze how people change the land

Using Earth's Resources

Students will be able to:

- compare and contrast properties of minerals
- describe how three main kinds of rocks form
- explore soil and identify its components
- compare and contrast different soils
- model and describe how fossils form
- list examples of fossil fuels and other sources of energy
- describe how air and water are used as resources
- explain reasons and methods for conserving and protecting air and water

Weather and Space

Changes in Weather

Students will be able to:

- define weather
- describe the four characteristics of weather
- infer how condensation occurs and rain forms in the atmosphere
- describe the water cycle and how it relates to weather
- explain why climate varies from place to place
- understand how seasons differ from place to place

Planets, Moons and Stars

Students will be able to:

- explain what causes day and night
- describe the sun
- identify the phases of the moon and explain why the moon seems to change shape
- describe our solar system
- describe the stars and constellations
- describe why different constellations can be seen during different seasons

TEXTS/MATERIALS

- Teacher text: Macmillan/McGraw Hill Science: A Closer Look (2008)
- Student textbook: Macmillan/McGraw Hill Science: A Closer Look (2008)
- Assessment Book: Macmillan/McGraw Hill Building Skills Assessment Book (2008)
- Macmillan/McGraw Hill Building Skills Reading and Writing (2008)
- Macmillan/McGraw Hill Building Skills Activity Lab Book (2008)
- Macmillan/McGraw Hill Transparencies for Visual Literacy (2008)
- Macmillan/McGraw Hill Building Skills Math Book (2008)
- Macmillan/McGraw Hill Key Concept Cards and Vocabulary Cards (2008)
- Macmillan/McGraw Hill Activity Flip Chart (2008)
- Macmillan/McGraw Hill Grade 3 Materials Kit (2008)
- Teacher-created packets
- Test, quizzes, study guides, and worksheets made up from the text
- Smartboard presentations
- Computer
- Videos:
 - Magic School Bus Lost in Space
 - Magic School Bus Gets Eaten
 - Magic School Bus Inside the Human Body
 - Magic School Bus Hops Home
 - Magic School Bus Out of this World
 - Magic School Bus Water Cycle
- Bill Nye the Science Guy Series
- iPads

INSTRUCTION

The teacher will:

- Present lessons through class discussions and group work
- Prepare lab experiments for students
- Assign independent or group projects
- Assign independent reading assignments
- Show videos on related topics for further understanding
- Use technology to enhance the program of study

*Prepared by Deanna Quimby and Elizabeth Torpey
April 30, 2015*

GRADE 3: LANGUAGE ARTS

The purpose of the third grade language arts program is to foster learning in reading, writing, listening and speaking with the use of verbal and nonverbal strategies. Students will use a variety of techniques to learn in a coherent and sequential way for confidence and success in third grade.

OBJECTIVES

Literature/Reading

Understanding a Text and Making Connections

Students will be able to:

- learn about main ideas
- detect main characters
- find the setting
- identify the plot/summary
- learn about vocabulary
- be able to comprehend a story by using mapping skills to demonstrate concepts of inference, summarizing, questioning, decoding, predicting, phonics, monitoring and clarifying, evaluating
- recognize parts of book-glossary, table of contents, use of a dictionary, reading a key
- differentiate between fact and opinion
- sequence story events
- draw conclusions
- learn about making judgments
- learn about foreshadowing
- identify figurative language
- know the difference between author and illustrator
- discriminate between cause and effect
- put events in chronological order
- learn about context clues
- identify graphic sources
- learn about making inferences

Genre

Students will be able to:

- differentiate between fiction/nonfiction
- learn about fantasy/realism
- become familiar with poetry
- learn about idioms
- learn about biographies/autobiographies

Theme

Students will be able to:

- learn about multicultural/traditional stories
- learn about folktales
- learn about fables
- learn about fiction/nonfiction

Style and Language

Students will be able to:

- use the sense of imagery to describe or interpret oral or written language.
- begin to identify, analyze and describe their knowledge of language

Writing Composition

Students will be able to:

- use capital letters and punctuation in dates, places, friendly letters, months, response journals, paragraphs
- write varying sentence types
- learn about taking notes
- write a poem
- choose important details in writing
- use exact verbs
- write brief summaries using research
- summarize stories
- include beginning, middle and end in a paragraph
- revise a rough draft
- write legibly in cursive
- learn subject and verb agreement
- organize thoughts and ideas by including a topic sentence which is followed by supporting detailed sentences
- be able to compose a paragraph which includes the plot of a story that will lead to a climax.
- organize ideas to respond to a question or short reading.
- be able to organize their ideas in a way that makes sense.

Language Mechanics/Grammar/Correct Usage

Students will be able to:

- identify a sentence
- identify subject and predicate
- learn the types of sentences
- identify common nouns/proper nouns
- write singular/plural nouns
- know special plural nouns
- learn possessive nouns
- identify verbs
- write present, past and future verbs
- know the verb be
- learn helping verbs
- learn irregular verbs
- learn adjectives
- learn abbreviations
- learn conjunctions
- learn prepositions
- learn about articles
- learn comparing with adjectives
- learn adverbs

Vocabulary Development

Phonics K-3

Students will be able to:

- review letter sounds using the Lively Letter program
- pronounce consonant sounds in words
- know the difference between hard and soft c and g
- identify short and long vowel sounds
- use compound words
- identify blends
- identify digraphs
- identify r-controlled vowels
- use contractions
- write plurals
- write suffixes/prefixes
- know vowel pairs
- identify diphthongs
- use base words
- learn syllable patterns
- write synonyms/antonyms/homonyms
- use dictionary skills

Speaking and Listening

Students will be able to:

- present biographies
- share their written and oral work with others
- give oral reports
- listen to and make announcements
- develop non-verbal communications skills
- practice group problem solving
- view and evaluate media and be able to apply knowledge to oral and written presentations.
- be able to have a literature discussion
- introduce themselves to others
- be able to follow and give oral directions
- be able to interpret illustrations for a purpose
- explain a process.
- have a conversation and hold a debate
- resolve a conflict
- dramatize a story

TEXTS/MATERIALS

- Scott Foresman Teacher Editions (2011)
- Scott Foresman Reading Street Student Editions (2011)
- Scott Foresman Reader Writer Notebook (2011)
- Scott Foresman Weekly Tests
- Scott Foresman Benchmark Tests
- Scott Foresman Baseline Tests
- Scott Foresman End of Year Tests
- Scott Foresman Assessment Handbook
- Scott Foresman Leveled Readers
- Scott Foresman Fluency Book
- Scott Foresman AudioText
- Scott Foresman Leveled Reader Teacher Guides and Masters
- Scott Foresman Vocabulary Cards
- Scott Foresman Retelling Cards
- Scott Foresman Reading Street Website
- Zaner-Bloser, Handwriting, Grade 3, Teacher's Edition (2012)
- Zaner-Bloser, Handwriting, Grade 3, Student's workbook (2012)
- Leveled Books for Accelerated Reader
- Lively letters
- SMARTboard
- Computer
- iPads

INSTRUCTION

The teacher will:

- Present lessons through lecture, discussion, guided reading, media, interactive activities, graphic organizers, and modeling.
- Practice choral reading, partner reading, read-alouds
- Use visuals
- Use kinesthetic activities
- Evaluate
- Use guided reading
- Designate 15 minutes a day for Accelerated Reader Program

*Prepared by Deanna Quimby and Elizabeth Torpey
May 1, 2015*

GRADE 3: SOCIAL STUDIES

The third grade social studies curriculum is designed to give the children an understanding of geography and the community that they live in. This program allows students to deepen their study of map skills, understand the dynamics of a community, and to learn about the interaction between humans and their many different cultures.

OBJECTIVES

Communities and Geography

Students will be able to:

- name their continent, country, state and community
- understand that people live, work and play in communities
- identify programs and professions within a community
- use cardinal and intermediate directions
- understand map keys or legends with symbols and their uses
- use a map scale
- identify features of urban, rural and suburban areas
- understand how geography affects the homes people build
- discuss how landforms can influence people's lives
- recognize the importance of water as a resource
- understand how people adapt to weather and climate
- learn about terms: plateau, bay, region, plain, mountain, peninsula, gulf, glacier, island
- learn about natural resources and ways to protect the environment

Communities Change

Students will be able to:

- learn how communities change over time
- discuss the first European communities in North America
- understand that the colonists fought to win their freedom
- use time lines
- discuss how our country grew as people moved west
- describe the Lewis and Clark expedition
- understand what it was like to travel in a covered wagon
- understand why people moved to cities
- understand why immigrants often settled in cities
- recognize why African Americans migrated
- discuss the importance of the transcontinental railroad
- identify the economic impact of the assembly line

Understanding Culture

Students will be able to:

- understand that immigrants came from many countries
- recognize that immigrants bring customs to America
- identify how immigrants' customs become part of a culture
- discuss how people bring their cultures with them to new lands

Communities at Work

Students will be able to:

- understand that people do different jobs to earn money
- discuss how farmers sell their crops to buy money
- explain how businesses buy goods to sell to consumers
- understand that people use money to pay for needs and wants
- understand that a budget helps people manage their money
- identify how a budget can help people save money
- discuss how some people use banks to save money
- understand that farmers use many resources to grow crops
- understand why farmers in different regions raise different kinds of crops and animals
- explain how supply and demand affect the price of a crop
- discuss how assembly lines affected the making of goods
- understand that many factories were built to make goods
- recognize that people buy products made in other nations
- understand why the U.S. trades goods with other countries
- recognize that world countries trade with each other
- understand that people in different states work together

Communities and Government

Students will be able to:

- recognize that the government protects the rights of citizens
- understand the three branches of government
- understand the importance of the American symbols
- understand that state governments have three branches
- understand the meaning and use of taxes
- recognize that states provide services for their citizens
- understand that communities have a government
- understand the purpose of local government
- recognize that Native Americans have local governments
- understand that rules and laws keep us safe
- recognize that laws are made for the common good of all people
- recognize that Native Americans have their own laws
- understand many ways people can help their community
- recognize the groups and organizations that help people
- recognize the importance and purpose of voting
- understand the history of voting

TEXT/MATERIALS

- Teacher text: Macmillan/McGraw Hill TimeLinks: Communities (2009)
- Student textbook: Macmillan/McGraw Hill TimeLinks: *Communities* (2009)
- Assessment Book: Macmillan/McGraw Hill TimeLinks: *Communities* (2009)
- Vocabulary Book: Macmillan/McGraw Hill TimeLinks: *Communities* (2009)
- Idea Factory Book: Macmillan/McGraw Hill TimeLinks: *Communities* (2009)
- Macmillan/McGraw Hill TimeLinks: *Oral Language Cards: Communities* (2009)
- Student Practice and Activity Book: Macmillan/McGraw Hill TimeLinks: *Communities* (2009)
- Foldables by Dinah Zike
- Teacher-created packets
- Fiction and non-fiction books related to topics covered
- Test, quizzes, study guides, maps, and worksheets
- Smartboard
- Computer
- Website: www.Brainpop.com
- Videos from our school library:
 - Landforms I
 - Maps: Types, Symbols, and Terms
 - Early Settlers
 - Jamestown (Colonial life for Children)
 - Plimoth Plantation (Colonial life for Children)
- iPads

INSTRUCTION

The teacher will:

- Model positive learning strategies
- Facilitate classroom discussions based on the topic of study
- Assign projects based on the top of study
- Assign independent reading of material and research of specific topics of study
- Assign peer and group learning activities based on topics of study
- Create hands-on projects
- Use technology to enhance the program of study
- Assess student learning of topics of study by use of tests, projects and observations

*Prepared by Deanna Quimby and Elizabeth Torpey
April 30, 2015*

GRADE 3: RELIGION

The purpose of the Religion program is to help students understand and recognize the teachings and beliefs of the Church. The children will learn about their Catholic heritage through Mass, the use of Bibles, readings, songs, Christian value videos, and prayers.

OBJECTIVES

Doctrine

Students will be able to:

- learn the sacraments and symbols of initiation, healing, and vocations
- recognize that there are three Persons in the Holy Trinity
- know that Jesus sent us the Holy Spirit to protect us and give us courage
- understand that the Nicene Creed is a summary of our beliefs
- learn different ways to pray (song, meditation, alone, together, gestures)
- understand that sin hurts our relationship with God
- learn the story of Moses and Ten Commandments
- learn about the Stations of the Cross
- understand the importance of obeying the ten commandments
- learn about the important leaders of the church (pope, bishop, priest, pastor, deacon)
- learn the seasons of Advent, Christmas, Lent, Easter
- learn about Immaculate Conception, Ascension, and Assumption
- pray the Rosary
- participate in the different parts of the Mass
- reinforce learning about the sacraments of Reconciliation and Eucharist
- learn about the following Saints:
 - Saint Dominic Savio
 - Saint Bernadette
 - Saint Michael
 - Saint Gabriel
 - Saint Raphael
 - Saint Scholastica
 - Saint Benedict
 - Saint Francis of Assisi
 - Saint Peter
 - Saint Valentine
 - Saint Mary
 - Saint Patrick
 - Saint Paul
 - Saint Martin of Tours
 - Saint Therese of Lisieux
 - Saint Louise de Marillac

Morality

Students will be able to:

- learn that we are united as a Catholic community
- understand that we need to serve others as Jesus did
- realize that the church accepts all people
- learn about why they can trust in God
- learn about the importance of loving and taking care of one another
- realize it is important to show compassion for one another
- learn the importance of preaching God's word

Scripture

Students will be able to:

- learn and understand the following Bible stories:
 - Saint Paul
 - The Paralyzed Beggar
 - The Lord's Prayer
 - Jesus heals a paralyzed man
 - Jesus fulfills God's Word
 - The man who would not quit
 - The Samaritan Woman
 - Philip and the Ethiopian
 - The Fire at Pentecost
 - Jesus Sends the Apostles
 - The Apostles' Mission
 - Stephen Is Called To Serve
 - Jesus describes God's kingdom
 - The Good Samaritan
 - Jesus and Zacchaeus
 - John the Baptizer

Prayer and Worship

Students will be able to:

- pray daily
- attend First Friday mass with the school
- prepare and celebrate one First Friday mass
- receive Reconciliation two times during the school year
- participate in Advent Prayer Services
- perform in the school Nativity play
- learn the Nicene Creed
- participate in Stations of the Cross
- recite the Rosary

TEXTS/MATERIALS

- Teacher Text: Blest Are We Teacher's Guide (2012)
- Blest Are We students' books (2012)
- Blest Are We Assessment booklet (2012)
- Blest Are We Activities booklet (2012)
- Blest Are We CD of music
- The Children's Bible, Western Publishing Company
- Protecting God's Children
- SMARTboard
- Videos
 - The Prince of Egypt
 - Joseph the King of Dreams
- iPads

INSTRUCTION

The teacher will:

- Teach lessons from the textbook to the children
- Engage students in faith-filled activities
- Prepare and teach students about presenting their First Friday mass
- Motivate students to act out different stories from the Bible
- Sing, listen to and introduce Catholic music to the students

*Prepared by Deanna Quimby and Elizabeth Torpey
April 30, 2015*

GRADES 1, 2 AND 3: SPANISH

The purpose of the Spanish program for grades 1-3 is to introduce students to the basics of the Spanish language and to build a vocabulary base. While learning a language encompasses the skills of listening, speaking, reading and writing, this level of Spanish will focus primarily on the listening and speaking skills, with occasional reading of words or sentences as students advance. Cultural information will be discussed (primarily in English at this level); culture cannot be separated from language.

The language is taught to maximize comprehension – the language will be used in context and understandable. Songs, gestures, props, rhymes, chants, and other audio visual aids will be used extensively – much in the way the students learned their first language. Repetition and review are essential to build a solid base for future study of the language. Students will be challenged to use vocabulary at a higher level in each subsequent grade (e.g., incorporate simple math concepts when reviewing numbers with the older students; ask older students to write the Spanish words).

Spanish classes for grades 1-3 meet once a week (30 minutes) for two terms of the academic year.

TOPICS/OBJECTIVES

Students will be able to:

- Use greetings and salutations
- Count from 0-30
- Respond simply to “How are you?”
- Say/sing the days of the Week
- Say the months of the year
- Recite/sing the alphabet and use in spelling
- Describe colors
- Use adjectives: tall, short, big, small, etc.
- Use adverbs: fast, slow, etc.
- Identify body Parts – head, hair, finger, hand, throat, stomach, arm, feet, leg, nose, eyes, mouth
- Identify family Members: mother, father, brother, sister, grandmother, grandfather, aunts/uncles, cousins (3rd grade)
- Describe basic locations: school, house, park, movie theater, supermarket, apartment
- Use basic weather (3rd grade)
- Describe basic food items
- Identify animals: cat, dog, elephant, monkey, bear, cow, horse
- Respond to basic commands (3rd person singular): stand up, sit, cry, yell, smile, laugh, jump, run, walk, fall down
- Recite the Pledge of Allegiance in Spanish (3rd grade)
- Retell short stories in Spanish (3rd grade), either individually or in pairs/groups

RESOURCES

- *Sing, Dance, Laugh and Eat Tacos* CD series by Barbara MacArthur
- Various Internet resources (i.e. YouTube song videos, teacher resources)
- SeñorWooly.com materials
- TPRS resources (Blaine Ray, Carol Gaab, and other authors), including teacher guides and on-line forum
- Teacher's personal library of authentic rhymes and children's songs
- Flash cards, teacher-generated manipulatives and realia
- Teacher iPad/Apple TV (where available)
- Authentic music from teacher's music library

INSTRUCTION

The teacher will:

- Introduce the song/chant/rhyme/gestures/music/video to the students and continue to practice and recycle the material
- Use Smartboard for presentation of materials
- Use iPad and other applications to assist in creation and presentation of materials
- Provide handouts to students
- Use Spanish predominantly in class

*Prepared by Amy O'Leary, Spanish Teacher
January 2015*

GRADE 3: ART

The purpose of the Art program is to develop the knowledge of art and skills already established in order to better appreciate, understand and create art. Students will obtain a wider span of knowledge about fine art and its connections to other aspects of life including their studies. The process of art will enhance creative thinking as well as problem solving techniques.

OBJECTIVES

Elements of Art

Students will:

- explore line in its many variations learning how it defines objects and space.
- create shapes and employ them in patterns that occur in quilts and tessellations.
- reinforce knowledge of composition and create work that reflects the aspects of composition using examples from everyday life such as a dinner place setting.
- learn concepts of space, creating artwork that shows understanding of depth on a 2D surface and subsequently in a 3D format.
- build on knowledge of light and dark, employing use of value in artwork.
- explore and create colors in a landscape format.
- study difference in artificial vs. natural texture and apply this to an art composition.
- discover relief as it applies to form.
- apply their knowledge of 3D art through the use of sculptural clay.

Art in Culture and Nature

Students will:

- explore cultures throughout the world via two and three dimensional art projects.
- define concept of habitat through visual form.
- make connections between visual art and other art forms such as poetry, short stories, and music.
- develop the ability to tell a story through visual means, without the use of text.

Art and History

Students will:

- learn about artists such as, Edvard Munch, Henri Matisse, Mary Cassatt, Piet Mondrian, Wayne Thiebault, employing facets of their work in students' own creations.

Art Experiences

Students will:

- experiment with everyday materials such as recycled materials and cardboard.
- create artwork that is reflective of special seasons such as Christmas and Mary's month of May.
- examine the art of different cultures and understand what that artwork says about those cultures.

MATERIALS

- Art posters
- Library books
- Art reference materials in art room
- Powerpoint presentations/slide shows
- Computer /computer projector
- Reference materials in magazines and newspapers
- Art Media: pencils, oil pastels, paint, clay, soft pastels, paper, and related materials

INSTRUCTION

Teacher will provide information about the general category of art being examined via lecture and discussion, using visual aids as references. Teacher will then demonstrate steps in assignment, confirming students' understanding. Once activity is completed and time allows, students will be given opportunity to present artwork to class, describing their process and soliciting constructive comments from students and teacher.

*Updated by Jeff Moses
August 27, 2014*

GRADE 3: COMPUTER

The purpose of the computer curriculum for grade three is that students will be able to use a computer program to create a document and save and retrieve their information. The purpose is also to introduce students to proper typing techniques and to practice grade level skills using available software. Students come to the computer lab once a week for 30 minutes and work with the computer teacher.

OBJECTIVES

Students will be able to:

- Improve their speed and accuracy in keyboarding.
- Create, edit, and do more advanced formatting in Word documents.
- Create hyperlinks in PowerPoint presentation.
- Use internet skills to search safely

MATERIALS

- Dell Core i5, there is one for each student. Each student computer has a 17 inch monitor, keyboard, mouse and headphones.
- Smart Board
- Apple iPad Air

SOFTWARE

- Microsoft Office
- Apple Apps

INSTRUCTION

The teacher will:

- Use direct instruction and demonstration of software to present lesson. This can include Smartboard and/or other available technology
- Facilitate classroom discussion related to material being presented
- Oversee students as they work independently

*Updated by Kerrie Abate
October 10, 2014*

GRADES 3-5: PHYSICAL EDUCATION

The purpose of the physical education program for grades 3-5 is to reinforce locomotor skills, introduce sport specific skills, and learn how to develop healthy life skills. This is accomplished through individual and team based activities.

OBJECTIVES

Students will:

- practice different locomotor skills (hopping, skipping, galloping, etc.)
- play holiday and history based tag games
- identify space awareness (personal space)
- practice coordination skills for sport specific games, i.e soccer (kicking), baseball (throwing and catching), hockey (stick handling), basketball (dribbling and shooting)
- perform physical fitness testing, shuttle run, push-ups, sit-ups, sprinting and distance running
- learn team building exercises
- learn cooperative games for team work

MATERIALS

- outside play area covered with Field Turf
- outdoor basketball court, indoor basketball court, and playground
- multicolored disks and cones
- rubber dots and bases
- multicolored pinnies
- basketballs, soccer balls, floor hockey sticks, playground balls, tennis balls,
- wiffle balls, etc.
- cd player

INSTRUCTION

Students in grades 3-5 come to physical education twice a week for 40 minutes and work with the physical education teacher. The first five minutes of the class are spent in warm-up lines with monthly leaders leading the warm-up. Students gather to listen to the instructions and demonstrations. Class is ended with a 2-3 minute cooling down and review.