



## Third Grade Curriculum

### **Subject: Religion**

#### **Curriculum used: One in Christ (Concordia)**

**Summary:** We study Old and New Testament stories, the church year, the life of Jesus Christ, and the early church. We also memorize the Ten Commandments, the Books of the Bible, and important verses from the Bible as part of our memory work.

### **Subject: Literacy (Reading, Writing, Spelling)**

#### **Curriculum Used: Journeys (Houghton Mifflin Harcourt)**

**Summary:** Journeys is a comprehensive K-6 literacy program. It provides an instructional system for reading both literature and informational texts, for acquiring foundational skills, and for developing mastery of speaking, listening and writing. Journeys features complex anchor texts that challenge students, smart lesson plans that let teachers target the needs of all students, and assessments and digital tools that help track classroom progress. A comprehensive assessment system (including weekly tests, benchmark assessments, and unit tests) gives teachers the tools they need to monitor student progress.

1. Journeys builds important vocabulary skill. Vocabulary readers, flashcards and in-the-moment digital tools fill classrooms with ways to build vocabulary along every step of the journey. Informational texts let students gain mastery over core academic vocabulary as well as domain-specific knowledge and words
2. Journeys grasps spelling and grammar skills. Weekly grammar skill targets, supplemented with daily lessons, support students' understanding of how English works. A spelling scope and sequence designed by Shane Templeton builds students' spelling skills.
3. Journeys demonstrates research and writing skills. Students analyze texts which give them the foundation they need to interpret texts from multiple angles and form insights.
4. Journeys sharpens listening and speaking skills. Team projects and class conversations guide students to develop critical listening skills and mastery of group communication. Presentations and collaborative work put students in a position to develop social awareness and speaking skills.

### **Subject: Math**

#### **Curriculum used: Math in Focus (Houghton Mifflin Harcourt)**

**Summary:** Updated for fall 2020, Math in Focus is a Singapore based math curriculum published in the United States. Math in Focus is based on teaching for mastery using manipulatives to see relationships and meaning. Problem solving is at the heart of the *Singapore Math*<sup>®</sup> curriculum. Leveraging global best practices and research to create a unique approach based on powerful visual models, engaging hands-on activities, and a consistent K–8 pedagogical approach, this solution empowers students to develop the critical-thinking skills, positive attitudes, and confidence needed to set the stage for achievement. For the first time in the history of Math in Focus, teachers and students have complete access to all K–8 components and resources on one unified learning system. The Math in Focus curriculum is structured so that students focus first on numbers and operation skills (Book A) before moving on to measurement and data skills (Book B) during the latter part of the school year.

**Subject: Social Studies****Curriculum used: Social Studies Alive! Our Community and Beyond (TCI), teacher created curriculum**

**Summary:** Students learn social studies themes by engaging in dynamic teaching practices including dramatic role playing, creative simulations, group projects, and writing activities. This unique and effective curriculum allows students to experience key social studies concepts while utilizing multiple intelligence activities through cooperative interaction. In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Washington and the rest of the United States. Emphasis is on the cultures in the United States, including the study of American Indians.

**Subject: Science****Curriculum Used: Full Option Science System (Delta Education)**

**Summary:** FOSS developers from the University of California at Berkeley are dedicated to the idea that all students learn science best by doing science. The FOSS program uses several instructional pedagogies including inquiry based learning, hands-on learning and active investigation, student-to-student interaction, writing (older students keep careful notes in science notebooks), and research/reading. Third grade students will study units about Motion and Matter (physical science) and Structures and Life (life science).

**Subject: Physical Education (Mr. Goodspeed)**

**Summary:** All grades focus on acquiring the knowledge and skills necessary to maintain an active life. Throw with mature form to a stationary target (form to follow through). Catching with two hands, kick a stationary ball with mature form. Foot dribble with control, hand dribbling while moving, volley to a stationary object, dramatize fundamental rhythmic patterns, static balance with control and fundamental forward and backward tumbling/weight transfer. We also begin to focus more on rules and guidelines in proper use of equipment, following classroom/school rules, rules that apply to a specific activity and demonstrating safe play.

**Subject: Music (Mr. Franklin)****Curriculum Used: teacher created curriculum**

**Summary:** In music classes students are exposed to basic rhythm fundamentals according to age and grade appropriateness. This is done through various types of hands on and movement and singing activities. All grades participate in singing activities, composer studies, and a major musical production.

Half, quarter, eighth and sixteenth notes are added. Time signature is introduced. The woodwind and brass families are explored. Class is very hands on and full of movement. We are blessed with many percussion and barred instruments (xylophones, glockenspiels, and metallophones). The music program is very experiential. The students in grades 1-5 put on a musical concert or production each year at Christmas and in the spring.

\*music is modified this year due to pandemic safety protocols including no singing or wind instruments

**Subject: Art****Curriculum used: teacher created curriculum**

**Summary:** By creating art, students will articulate and demonstrate a clear understanding of the art elements (line, shape, value, color, form, texture, space) and principles of art (variety, unity, movement, balance, emphasis, rhythm, proportion, contrast). These concepts will be introduced

at each grade level in a manner appropriate to age level and developmental ability. Students will develop their creative process through the experience of working with a variety of materials and techniques. Most importantly, students will learn to appreciate the world they live in through the visual arts, as they are given the opportunity to be successful, creating works of art they will be proud of.

**Subject: French (Mademoiselle Audrey)**

**Curriculum used: Nous Sommes Flex**

**Summary:** In beginning French we will be focusing on formal and informal greetings and farewells, short conversational skills, while learning the masculine and feminine pronouns for descriptions, and how they are used in a new language. We will also look at how different Francophone cultures speak, read, write, and converse everyday. I am looking forward to creating a classroom where we are thinking globally about languages that can connect and stem stronger communication around the world. Our primary objective will be to develop an understanding of the language in a written, verbal, and auditory format so that we can link each element together and become confident future bilinguals or beyond in any setting!

Topics for Communication:

- greeting and meeting people
- time and weather
- family & friends; family relationships
- food and restaurants
- currency
- school and education
- daily activities
- describing oneself
- sports, fitness, and daily routine
- medical and dental care
- clothing and personal appearance
- leisure activities, music, entertainment
- vacation and travel
- transportation
- jobs and professions
- animals and eco-systems

**Subject: Social Skills**

**Curriculum Used: Second Step**

**Summary:** *Second Step* is a classroom-based social skills program for students in kindergarten through junior high (ages 5–14 years), with a distinct curriculum for each grade. It is designed to reduce impulsive, high-risk, and aggressive behaviors and increase children's social competence and other protective factors. The program builds on cognitive behavioral intervention models integrated with social learning theory, empathy research, and social information-processing research. It is intended to teach children to identify and understand their own and others' emotions, choose positive goals, and successfully manage reactions when emotionally aroused.