



STANDARDS AND CURRICULUM OVERVIEW

THIRD GRADE

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It is my sincere hope that you will find this program overview helpful in understanding the curriculum and areas of emphasis of your child's grade level. While it is impossible to capture all the "richness" that goes into the daily education of our students, the overviews are designed to introduce the basic concepts and content standards.

The most important experiences are those that provide the opportunity to grow and be challenged. Many processes related to critical thinking and problem solving that are vital to student success happen every day. Another important aspect to our program is to continually evaluate, assess and improve the quality of the programs in the district. To that end, these program overviews have been reviewed and upgraded by teacher representatives in the district.

Our partnership with the parents of our district is paramount to the establishment of a desirable overall goal of success for every child. We will continue to maintain high expectations for our students and ourselves and we look forward to continued collaboration in the learning process of our students.

Thomas J. Lohwasser, Ed.D

OVERVIEW FOR THIRD GRADE

Third Grade is the transition year between primary and upper elementary grades. It is an interesting period of physical, mental, social, and emotional growth. A typical third grader may seem much more mature in some ways than a year earlier, yet in other ways will have the same needs as a younger child.

Working together, parents and teachers can encourage children to expand their capabilities and skills in all areas, while providing a "safety net" to insure security and promote continued academic and social success.

This pamphlet reflects the average expectancy at this grade level. Due to the range of abilities and motivation among students, there will be some who will exceed these expectations and others who will not be able to achieve all of them. Individual needs will be met through enrichment and remediation in all curriculum areas.

Although we've isolated each subject area to describe essential components in our classrooms, learning often takes place through hands-on activities, cooperative learning, and theme-based approaches which integrate many subjects. Technology is used as a tool to reinforce and motivate learning.

Uppermost on our list of goals is the desire to instill in each youngster a love of learning and a positive attitude toward school. An optimal educational experience can be provided for your child if we all (parents, teachers and administrators) work closely together.

THE THIRD GRADE CHILD

Every child is an individual who grows and develops at his/her own rate. Children in the same grade level may differ widely from others in their group. There are, however, general characteristics and needs which apply to most children at this age.

The Third Grade Child May:

- More ability to control the large muscles than the smaller ones.
- The development of better eye-hand coordination.
- Sensitivity to ridicule, failure, and loss of prestige.
- Difficulty maintaining a long attention span.
- The desire for group play activity and teams.
- A strong sense of justice as he/she sees it.
- Ideas and desires to do or make things which are beyond his/her ability.
- Increasing independence with less need for adult intervention.

The Third Grade Child Needs:

- To feel secure, accepted, and understood by classmates, parents, and the school staff.
- At least 10 hours of sleep at night, and other periods of rest as needed.
- Opportunities to develop friendships both in and outside of the school settings.
- Nutritious balanced meals with healthy snacks.

Parents Can Help By:

- Notifying school or teacher when there is a significant change in the child's behavior.
- Giving praise for good work and behavior.
- Providing encouragement, a regular study time, and a quiet place with no distractions for homework.
- Monitoring your child's progress by having close contact with the teacher, and having a knowledge of the school's program.
- Being supportive and positive when working with your child. Accept the errors. He/she is just learning!
- Preventing over-scheduling by providing regular play and leisure time for your child.
- Reading with and to your child.
- Taking time to talk with and listen to your child
- Labeling all outer clothing, backpacks, lunches, and other items sent to school.

The following is a short synopsis of the California Academic Content Standards for Language Arts, Mathematics, History/Social Science, and Science. Complete document available on the Internet at www.cde.ca.gov or at the Dixie School District.

LANGUAGE ARTS

READING

WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENTS: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

- Decoding and Word Recognition
- Vocabulary and Concept Development

READING COMPREHENSION: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehensive strategies as needed, (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). In addition to their regular school reading, by grade 4, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary). In grade three students make substantial progress toward this goal.

- Structural Features of Informational Materials (e.g. Table of Contents, Chapter Headings).
- Comprehension and Analysis of Grade-Level-Appropriate Text.

LITERARY RESPONSE AND ANALYSIS: Students read and respond to a wide variety of significant works of children literature. They distinguish between the structural features of text and the literary terms or elements (e.g., theme, plot, setting, and characters).

- Structural Features of Literature (e.g. poetry, drama, fiction, etc.).
- Narrative Analysis of Grade-Level-Appropriate Text

WRITING

WRITING STRATEGIES: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider audience and purpose. Students progress through the stages of the writing process (e.g., pre-writing, drafting, revising, editing successive versions).

- Organization and Focus
- Penmanship
- Research and Technology
- Evaluation and Revision

WRITING APPLICATIONS (GENRES AND THEIR CHARACTERISTICS): Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions that are appropriate to this grade level.

| | |
|--------------------|----------------|
| Sentence Structure | Punctuation |
| Grammar | Capitalization |
| Spelling | |

LISTENING AND SPEAKING

LISTENING AND SPEAKING STRATEGIES AND APPLICATIONS: Students listen critically and respond appropriately to oral communication. They speak in a manner that guides listener to understand important ideas, by using proper phrasing, pitch, and modulation.

- Comprehension
- Organization and Delivery of Oral Communication
- Analysis and evaluation of oral and media communication
- Students deliver brief recitations and oral presentations about familiar experiences or interests.

MATHEMATICS

By the end of third grade, students deepen their understanding of place value and their understanding of and skill with addition, subtraction, multiplication and division of whole numbers. They estimate, measure and describe objects in space. They use patterns to help solve problems. They represent number relationships and conduct simple probability experiments.

NUMBER SENSE

- Place value of whole numbers
- Calculate and solve problems involving addition, subtraction, multiplication and division.
- Whole numbers, simple fractions and decimals.

ALGEBRA AND FUNCTIONS

- Students select appropriate symbols, operations and properties to represent, describe, simplify and solve simple number relationships.
- Students represent simple functional relationships

MEASUREMENT AND GEOMETRY

- Students choose and use appropriate units and measurement tools.
- Students describe and compare the attributes of plane and solid geometric figures.

STATISTICS, DATA ANALYSIS AND PROBABILITY

- Students conduct simple probability experiments.

MATHEMATICAL REASONING

- Students make decisions about how to approach problems.
- Students use strategies, skills and concepts in finding solutions.
- Students move beyond a particular problem by generalizing to other situations.

HISTORY/SOCIAL SCIENCE

CONTINUITY AND CHANGE: Students in grade three learn more about our connections to the past. Emphasis is on physical and cultural landscape, including the study of American Indians, the subsequent arrival of immigrants and the impact they have had in forming the character of our contemporary society.

- Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places and environments in a spatial context.
- Students describe the American Indian nations in their local region long ago and in the recent past.
- Students use historical and community resources to learn about historical events.

SCIENCE

EARTH

Our universe is interactive and constantly changing.

Grade-Level Concepts and Sub-concepts

Objects in the sky move in regular and predictable patterns.

- The earth is one of several planets that orbit the sun, and the moon orbits the earth.
- The moon's appearance changes during the four-week lunar cycle.

LIFE

Living things are diverse, interdependent and evolving.

Grade-Level Concepts and Sub-concepts

Living things are interdependent with each other and with their environment.

- An ecosystem is a community of living things that interact with each other and the physical environment.
- All organisms have roles in their environment.
- Living things gain energy from their environment.

PHYSICAL

The interactions of matter and energy shape our world.

Grade-Level Concepts and Sub-concepts

Energy can take many forms, such as light and sound.

- Light has a source and travels in a direction.
- Sound is made by vibrating objects and can be described by its pitch and volume.

ENVIRONMENTAL

People are dependent on the Earth's dynamic natural systems and can participate in responsible actions to enhance or protect the environment.

Grade-Level Concepts and Sub-concepts

We restore and preserve ecosystems because they sustain life.

- In an ecosystem living things depend on each other and on nonliving things.
- Living things have adapted to their habitats.
- Ecosystems change because of natural causes and human alterations.
- People can choose to respect living things and help to restore or preserve ecosystems.

HEALTH

The health program focuses on building positive relationships, the human body, the importance of exercise, the nutritional food pyramid, dental health, and personal hygiene. The health program also includes at least three hours per year of Substance Abuse Prevention education (drugs, alcohol, and tobacco). This is supported by such special programs as New Perspectives and D.A.R.E. (Drug Abuse Resistance Education).

MUSIC

Music in the Dixie District is an integral part of the curriculum and is district funded. In the Dixie District, we have aligned our music curriculum with the National Standards for Arts Education.

By the end of 3rd grade, students will have learned to use a solfege system to read and notate simple melodies in the Treble Clef. (Whole notes, Half notes, Quarter notes, Eighth notes and Rests in simple meters: 2/4, 3/4, 4/4). Throughout the year students learn a wide variety of folk songs. Instruction is supplemented by music appreciation activities and demonstrations.

SUPPLEMENTAL VISUAL AND PERFORMING ARTS

Art, music, drama, and dance are often integrated into the curriculum through such activities as simple dances, dramatizing literacy selections, or singing in a group. Students view theatrical events, multi-cultural performances, and learn art and music appreciation skills.

Visual and Performing Arts instruction is supplemented by grants through Council of Music and Art and through site fund-raising activities.

PHYSICAL EDUCATION

The Physical Education Program for third grade emphasizes cooperation and teamwork. Students learn skills and sports they can enjoy as third graders and throughout their lives.

The curriculum meets students' needs to develop physically, mentally, emotionally, and socially by participation in a variety of planned physical activities promoting sportsmanship and physical

and athletic development. P.E. specialists and classroom teachers provide the program.

HOMEWORK

Dixie School District policy and regulations provide for an average of 20-40 minutes of daily homework, Monday through Thursday. In addition, daily time should be spent reading to your child and listening to your child read aloud. It is understood that these are averages and that actual minutes will vary based on the content of the instructional program during a particular week and the length of time individual students need to complete particular assignments.

The purposes of homework at this level are to reinforce classroom learning for mastery and fluency, to provide opportunities for open-ended, creative, or personal applications of classroom learning, and to promote good work habits, time management, and responsibility.

REPORTING TO PARENTS

Open communication between parents and teachers is essential to each child's educational and developmental progress. A parent-teacher conference is held in October/November and will include a report card.

- A parent-teacher conference will be held in October/November. This will include a progress report card. Progress report cards will also be issued in January and May.
- Standards-based report cards are issued in December, March and June.
- Each teacher has a system for regular communication to parents to help them stay informed about what the class is learning.
- In addition, the teacher will contact parents on an individual basis as the need arises.
- Parents are encouraged to send a note, phone the teacher at school, or make an appointment for a conference whenever they have a concern, and to let the teacher know about significant changes or events (new glasses, loss of a pet, family emergency, change in living arrangements, etc.) that might affect the child's ability to learn.

ASSESSMENT OF LEARNING

Teachers assess student progress regularly using a wide variety of tests and other strategies, including teacher observations, student tasks and projects, teacher-made tests, curriculum unit tests, and required district and state exams. Information from these various assessments helps teachers provide the kinds of learning experiences that will help all students make significant progress toward the district's standards.

STUDENT PROMOTION/RETENTION CRITERIA

The following multiple promotion criteria for reading, writing, listening/speaking, and mathematics applies to students in grades 2-5 for each quarter:

Achievement Grades

Each student's overall classroom progress, quality of work, and participation must be:

- above "Not Passing" (grades 4-5)
- above "Requires Additional Instruction" (grades 2-3)

Progress Toward Standards

Each student's "Progress Toward Standards" must be "Grade Level Proficient."

California Standards Tests (CST)

Each student's English/Language Arts and Mathematics spring performance level score must be Proficient or above.

SUPPORT SERVICES

The Dixie School District provides services for Special Education, English as a Second Language, counseling and psychological services.

DISTRICT TESTING SCHEDULE

| Testing | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|---|---|---|---|---|---|---|---|---|---|
| Dixie/State Standards Testing | X | X | X | X | X | X | X | X | X |
| STAR Testing: CA Standards Test (CST) and California Achievement Tests, 6 th Edition (CAT/6) | | | X | X | X | X | X | X | X |
| Gifted and Talented Education (GATE) Program | | | | X | X | X | X | X | X |
| State Physical Fitness | | | | | | X | | X | |
| State Writing Assessment | | | | | X | | | X | |
| CA English Language Development Test | X | X | X | X | X | X | X | X | X |

NOTE: Additional testing for various programs occurs throughout grade levels as needed.

DIXIE ADOPTED BASIC TEXTBOOKS

| Subject | Publisher |
|----------------|--|
| LANGUAGE ARTS | Houghton Mifflin, <i>Write Away</i> , Great Source |
| MATHEMATICS | Harcourt |
| SCIENCE | <i>CA Science</i> , Pearson Scott Foresman, Project Learning, SEED |
| SOCIAL SCIENCE | Harcourt |
| HEALTH | <i>Health: Focus on You</i> , Merrill |
| HANDWRITING | <u>D'Nealian</u> , Scott Foresman |

HEALTH REQUIREMENTS FOR ADMISSION

All students must have a written record of immunizations that is up to date prior to school entry.

The District Code of Conduct
 Be Safe.
 Be Responsible.
 Be Respectful.

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