CLAREMONT UNIFIED SCHOOL DISTRICT

Curriculum Goals
Third Grade

Language Arts

The Language Arts Program is designed to develop students' reading, writing and oral language skills in order to prepare them to have productive and enriched life–long experiences. The program has a balance of phonics–based skills and literacy development. Students will be encouraged and challenged to develop new knowledge and in–depth understanding in all content areas as they improve their reading skills and progress through the grades. The district program is articulated from kindergarten through twelfth grade and follows the standards outlined by the State of California.

Standard 1: Reading Process

To progress toward the content standard in Reading Skills and Strategies, third grade students will:

Demonstrate an understanding of how print is organized and read.

To progress toward meeting the grade level standard, students will:

- Identify difference between story and drama.
- Accurately read aloud familiar materials.
- Read aloud with rhythm, pace, and intonation.
- Use chapter and section headings.
- Understand and use the table of contents.
- Understand and use the dictionary to determine the meaning of unknown words.
- Identify and use end punctuation to facilitate reading.

Demonstrate appropriate levels of decoding and word recognition.

To progress toward meeting the grade level standard, students will:

- Distinguish syllable breaks phonemically.
- Know and use complex word families when reading.
- Use knowledge of compound words to determine meaning of words.
- Use knowledge of suffixes and prefixes when reading.
- Use a range of cueing systems (letter sound correspondence, phonics, meaning, grammar) and overall context to determine pronunciation and meaning.
- Self-correct when subsequent reading indicates an earlier miscue.

Read fictional and nonfictional materials, and respond in order to demonstrate understanding.

To progress toward meeting the grade level standard, students will:

- Identify main idea and significant supporting details.
- Ask and answer "what if" questions and make predictions.
- Demonstrate knowledge of setting, characters, and events.
- Restate facts or story events in correct sequence.
- Interpret information from diagrams.

Standard 2: Literature: Interpreting, Critiquing, and Creating

To progress toward the content standard in Literature, third grade students will:

Read a wide range of literature to build an understanding of common human experience.

Read a wide range of literature representing the diversity of the human experience to develop appreciation for other perspectives.

To progress toward meeting the grade level standard, students will:

- Read and respond to classic fairy tales, myths, folk tales, legends, and fables from around the world.
- Experience a variety of non-fictional literature.
- Read and share several authors' versions of similar stories.
- Read several books by a single author.
- Experience several books (or book equivalents such as, essays, stories, groups of poems, or articles) about one subject.
- Recognize the significance of traditional literature within a culture.

Apply a variety of strategies to make meaning from literature.

To progress toward meeting the grade level standard, students will:

- Recognize and describe character types in folk tales, fairy tales and stories.
- Identify alliteration and hyperbole as literary devices.

Make connections between the literature and their experiences to further personal awareness.

To progress toward meeting the grade level standard, students will:

- Read and respond to literature which relates to their developmental/ experiential level.
- Develop personal reading interests - choose to read.
- Retell favorite stories, folk tales and fables.
- Relate previous personal and literary experiences to new materials.
- Make, confirm, and revise predictions concerning characters.

Standard 3: Writing

To progress toward the content standard in Writing, third grade students will:

Write clear and coherent sentences.

To progress toward the grade level standard, students will:

- Form letters and words legibly with appropriate spacing.
- Develop a topic sentence.

Use the techniques of the writing process.

To progress toward the grade level standard, students will:

- Apply prewriting, drafting, revising, and editing techniques to their own writing.
- Understand the use of a simple rubric.

Communicates thoughts and ideas using various forms of writing.

To progress toward the grade level standard, students will:

- Write narratives and stories.
- Extend writing into genres such as poetry, folktales, and simple reports.

Standard 4: Language Conventions

To progress toward the content standard in English Grammar, third grade students will:

Show evidence of standard English grammar, usage, and mechanics in their oral and written work.

To progress toward meeting the grade level standard, students will:

- Use declarative, interrogative, imperative, and exclamatory sentences in speaking and writing.
- Identify and use subject/verb agreement, pronouns, and articles in speaking and writing.
- Use past, present, and future verb tenses in speaking and writing.

- Identify and use singular possessives and contractions.
- Use commas between city and state.
- Capitalize proper nouns and titles.

Use developmentally appropriate spelling in their written work

To progress toward meeting the grade level standard, students will:

- Spell high frequency words, contractions, and compounds words correctly. Spell grade appropriate words with regular and irregular spelling patterns correctly.
- Use transitional spelling for unfamiliar words.
- Spell by referring to resources when necessary.

Standard 5: Speaking and Listening

To progress toward the content standard in Speaking and Listening, third grade students will:

Use speaking and listening strategies to enhance learning.

To progress toward meeting the grade level standard, students will:

- Listen attentively and respond appropriately to others.
- Make constructive contributions to group discussions.
- Negotiate with a partner to resolve conflicts and misunderstandings.

Use speaking strategies appropriate to audience and purpose.

To progress toward meeting the grade level standard, students will:

- Organize and deliver an oral presentation
- Plan and present simple dramatic interpretations of experiences, stories or poems

Mathematics

The major purpose of the K-6 mathematics program is to develop students' abilities to apply mathematics involving problems in everyday living. Ideas, concepts and/or skills are introduced at different grade levels. After introduction, it is expected that some degree of competency will be developed within that level and continue in future levels to the point of mastery. These standards have been adapted for Claremont Unified School District from "Mathematics Content Standards for California Public Schools, 1999," California Department of Education.

During the school year third grade students will be working on the following concepts:

Focus Statement: 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

1.2 Compare and order whole numbers to 10,000
1.3 Identify the place value for each digit in numbers to 10,000
1.4 Round off numbers to 10,000 to the nearest ten, hundred and thousand
1.5 Use expanded notation to represent numbers (e.g., 3,206 = 3,000 + 6).
2.1 Find the sum or difference of two whole numbers between 0 and 10,000.
2.2 Memorize to automaticity the multiplication table for numbers between 1 and 10.
2.3 Understands that there is an inverse relationship between multiplication and division.

Number Sense (continued)

2.4 Solve simple problems involving multiplication of multi–digit numbers by one digit numbers (3,671 x 3 = ____).
2.5 Solve division problems in which a multi–digit number is evenly divided by a one–digit number. (88/4) (44/4)
2.6 Understand the special properties of 0 and 1 in multiplication and division.
2.8 Solve problems which combine two or more of the skills above.
3.1 Compare fractions represented by drawings or concrete materials to show equivalency, and to add and subtract simple fractions in context (e.g., 1/.2 of a pizza is the same amount as 2/4 of another pizza that is the same size; show that 3/8 is more than 1/8).
3.2 Add and subtract simple fractions (e.g. determine that 1/8 + 3/8 is the same as 1/2).
3.3 Solve problems involving addition, subtraction, multiplication and division of money amounts in decimal notation and multiply and divide money amounts in decimal notation using whole number multipliers and divisors.
3.4 Know and understand that fractions and decimals are two different representations of the same concept (e.g. 50 cents is 1/2 of a dollar, 75 cents is 3/4 of a dollar.

Algebra and Functions

1.1 Represent relationships of quantities by using math symbols to create number sentences. (5+8 <15)
1.5 Recognize and use the cumulative and associative properties of multiplication (e.g., If 5 x 7 = 35, then what is 7 x 5? If 5 x 7 x 3 = 105, then what is 7 x 3 x 5?).
2.1 Solve simple problems involving a functional relationship between two quantities (e.g., find the total cost of multiple items given the per unit cost.)
2.2 Extend and recognize a linear pattern by its rules (e.g., the number of legs on a given number of horses can be calculated by counting by 4's or by multiplying the number of horses by 4).

Measurement and Geometry

1.1 Choose appropriate units (metric and U.S. customary) and tools, and estimate and measure length, liquid volume and weight/mass.
1.2 Estimate or determine the area and volume of solid figures by covering them with squares or by counting the number of cubes that would fill them.
1.3 Find the perimeter of a polygon with integer sides.
2.1 Identify, describe and classify polygons (including pentagons, hexagons and octagons).
2.2 Identify attributes of triangles (e.g. two equal sides for the isosceles triangle, three equal sides for the equilateral triangle, right angle for the right triangle).
2.3 Identify attributes of quadrilaterals (e.g., parallel sides for the parallelogram, right angles for the rectangle, equal sides and right angles for the square).
2.4 Identify right angles in geometric figures or in appropriate objects and determine whether other angles are greater or less than a right angle.
2.5 Identify, describe, and classify common three–dimensional geometric objects (e.g., cube, rectangular solid, sphere, prism, pyramid, cone, cylinder).

Statistics, Data Analysis and Probability

1.1 Identify whether common events are certain, likely, unlikely or improbable.
1.2 Record the possible outcomes for a simple event (e.g., tossing a coin) and systematically keep track of the outcomes when the event is repeated many times.
1.3 Summarize and display the results of probability experiments in a clear and organized way (e.g., use a bar graph or line plot).

Mathematical Reasoning

1.1 Analyze problems by identifying relationships, discriminating relevant from irrelevant information, sequencing and prioritizing information, and observing patterns.
1.2 Determine when and how to break a problem into simpler parts.
2.1 Use estimation to verify the reasonableness of calculated results.
2.3 Use a variety of methods such as words, numbers, symbols, charts, graphs, tables, diagrams and models to explain mathematical reasoning.
2.4 Express the solution clearly and logically using appropriate mathematical notation and terms and clear language, and support solutions with evidence, in both verbal and symbolic work.
2.6 Make precise calculations and check the validity of the results from the context of the problem.

Science

The goal of the district's Science program is to assure that all students are scientifically literate. A scientifically–literate student is able to understand and use the scientific method as a problem–solving tool. He/She can use the knowledge gained in science to recognize cause and effect relationships and to further investigate solutions to personal, global, and ethical questions.

Science instruction in grades K–6 is based on the premise that the nature of science and the intellectual development of the student are closely related. The program builds on developing a student's natural curiosity about his/her surrounding environment. The instruction includes developmental and hands–on activities which emphasize both process skills and conceptual development of scientific knowledge. Instruction at all levels encourages the student to understand the link and interrelationship between the three science disciplines of Physical Science, Earth Science, and Life Science. Students study this interrelationship through the use of the following 3 unifying concepts:

Physical Science	Our physical world is governed by the properties and interactions of matter and energy.
Earth Science	The Earth, Solar System and Universe are a dynamic system undergoing continual change.
Life Science	All living things are diverse, interdependent, and constantly changing to adapt to their environment.

During the school year third grade students will be working on all four strands covering topics such as:

Life Science	Living things are part of ecosystems.
Earth Science	Over time forces reshape the Earth's surface.
Physical Science	Interaction between matter and energy creates change

Social Studies

Third graders can begin to think about continuity and change in their own locality and nation. Through studies of continuity and change in their locality, children can begin to think about chronological relationships and to analyze how some things change and others remain the same. To understand changes occurring today, children should explore the ways in which their locality continues to evolve. Finally, teachers should introduce children to the great legacy of local, regional, and national traditions that provide common memories and a shared sense of peoplehood for all of us.

Sub–Topics of Instruction

- Our Local History: Discovering Our Past and Our Traditions
- Our Nation's History: Meeting People, Ordinary and Extraordinary, Through Biography, Story, Folktale, and Legend

Health

Students in the third grade will participate in activities to develop understanding in the nine strands of the health curriculum. They will learn more about their immediate environment and how to apply their knowledge to every day living.

- Personal Health
  The student practices positive health habits
  The student participates regularly in activities that promote health through physical fitness
- Consumer and Community Health
  The student supports laws and rules which promote public health and safety
- Injury Prevention and Safety
  The student advocates for injury prevention and safety for self and others
  The student takes appropriate action in emergency situations
  The student resolves conflict in ways that are not harmful to self and others
- Individual Growth and Development
  The student develops self-esteem and positive interpersonal relationships
- Tobacco, Alcohol, and Other Drugs
  The student chooses not to use or distribute alcohol, tobacco, and other drugs which are illegal and/or which would lead to dependency, disease, disability, or death
  The student uses medication properly
  The student practices positive behaviors which counteract the negative effects of living in an environment where there is alcohol, tobacco, and other drug abuse and/or dependency
- Nutrition
  The student makes healthy food choices when presented with consumer options
- Family Development
  The student treats gender of self and others with respect, self-control, and ethical consideration, without exploitation or abuse
  The student who chooses to select a mate or become a parent will do so responsibly
- Communicable and chronic diseases
  The student acts in a supportive yet safe manner towards persons with diseases
- Environmental Health
  The student advocates an environment which contributes to optimal health

Physical Education

Physical Education is provided for students in grades one through six for a total period of time of not less than 200 minutes each ten school days. During the school year students will:

- Observe, experience, and appreciate a wide variety of physical activities
- Use available school and community resources to promote lifelong participation in physical activity
- Practice safety during a physical activity
- Relate physical activity to everyday life and career
- Develop and maintain a high level of physical fitness
- Awareness of body/space relationships
- Develop appropriate social behaviors during planned physical activity
- Develop and maintain a positive self-image through planned physical activities
- Improve personal performance of movement activities