

## MILLER PLACE UFSD Your Child and Third Grade

Dear Parents:

This booklet outlines the Third Grade program, which is based on the Miller Place UFSD curriculum guides and the **New York State Learning Standards**. It is designed to assist you in becoming familiar with the academic and cultural experiences of third grade students and will provide a helpful reference throughout the school year.

In implementing this program, it is the goal of the third grade staff to offer diverse experiences while teaching important basic skills. The collaborative effort of both parents and educators will expand learning, stimulate a variety of interests, and develop good work-study habits.

In a rapidly changing global society students must be prepared to meet the challenges of the twenty-first century. By incorporating the **New York State Learning Standards**, our children will be able to access and incorporate knowledge to solve problems competently and compete effectively in the work force.



# **MILLER PLACE SCHOOLS**

## **Striving for Excellence**

The Miller Place School District's mission is to educate all students to their fullest potential by providing opportunities for learning that is challenging and effective.

The education will enable all students to master the knowledgeable skills, strategies, and attitudes necessary to become lifelong learners and responsible citizens.

### **AN UNDERSTANDING OF SYSTEMS**

Students will possess the ability to understand and apply systems of reasoning and logic to problems and create new concepts.

### **CAREER PREPARATION**

Students will be able to identify career and employment opportunities solve related to their aptitude and interest and will be prepared to enter upon post/secondary education and/or career level employment.

### **COMMUNICATION SKILLS**

Using the standards and conventions of written and spoken English, students will read, write, listen and speak clearly, confidently and effectively for information and understanding, for critical analysis and evaluation, for literary response and expression, and for social interaction .

### **CITIZENSHIP**

Students will possess the skills, knowledge, understanding and attitudes necessary to participate in our democratic society.

### **INTERPERSONAL RELATIONSHIP SKILLS**

Students will have the skills and understanding of how to work cooperatively as a contributing member of a group.

### **CULTURAL AND ARTISTIC AWARENESS**

Students will know, recognize, and understand artistic, cultural, and intellectual accomplishments of past and present civilizations, and will have the skills for personal artistic expression.

### **LIFE-LONG LEARNERS**

Students will be self-directed learners having the motivation, capacity and skills for undertaking new studies and synthesizing new knowledge and experiences.

### **ENVIRONMENTAL STEWARDSHIP**

Students will understand the ecological and economic consequences of choices in the use of the environment and natural resources.

## **GLOBAL UNDERSTANDING**

Students will be able to understand, analyze, contrast, and evaluate political, economic, and social systems, past and present and other countries.

## **TECHNOLOGICAL SKILLS**

Students will understand the use of diverse technologies in personal academic, and work environments to compete in a global economy and to enhance the quality of life.

## **THE ABILITY TO ACQUIRE AND USE INFORMATION**

Students will possess the ability to locate, evaluate, integrate, and expand information using a variety of print and non-print resources and information facilities.

## **PROBLEM SOLVING**

Students will use intellectual skills compare, critically, and creatively for analysis, synthesis, and evaluation when of this country planning and developing goals, solving problems and making decisions.

## **SOCIAL RESPONSIBILITY**

Students will take responsibility for their actions and demonstrate ethical behavior towards self and others.

## **WELLNESS**

Students will possess the knowledge manage, and responsibility needed for physical, intellectual, and emotional wellness in their daily lives

### **The Miller Place School District believes that:**

- Children are our community's most valuable asset.
- All children can succeed in learning.
- Every individual has inherent worth.
- Children learn at different rates and in different ways.
- Learning is a lifelong process.
- Our democratic form of government thrives upon an educated citizenry.
- Parents bear primary responsibility for the welfare and development of their children.
- Excellence in learning is directly related to excellence in teaching.
- The school district is accountable to the public.
- Understanding and appreciation of cultural diversity are critical to world peace and harmony.
- Education is shared responsibility of the school, student, family, government, and the entire community.
- A core of common values and ethical conduct are fundamental to sustaining our society.
- All children have the capacity to become responsible citizens.
- Each individual is entitled to equal opportunities.

# **ENGLISH LANGUAGE ARTS**

## **New York State Standards for English Language Arts**

***Standard 1: Language for Information and Understanding***

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English Language to acquire, interpret, apply, and transmit information.

***Standard 2: Language for Literary Response and Expression***

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English Language for self-expression and artistic creation.

***Standard 3: Language for Critical Analysis and Evaluation***

Students will listen speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follow the accepted conventions of the English Language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information, and issues.

***Standard 4: Language for Social Interaction***

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views.

# ENGLISH LANGUAGE ARTS

## Goals and Outcomes

The goals and outcomes of the English Language Arts program are organized into five categories or domains. The domains represent the major areas of literature based, integrated language arts instructing and assessment. Within each domain, there are sub-categories of specific strategies and skills.

The instructional design of the program is a recursive one; that is, the same major strategies and skills are taught across units in a grade level and across grade levels of the series.

The emphasis is on progress; the progress students are making in applying strategies in more sophisticated context. The emphasis is also on students personalizing strategies and transferring them to different contexts; not only other reading contexts, but also other curriculum area contexts.

### **Reading**

Comprehension Strategies  
Vocabulary Strategies  
Decoding and Phonics  
Print Literacy

### **Writing**

Written Expression  
Conventions of Language

### **Listening, Speaking, and Viewing**

Multicultural Perspectives  
Writer's Craft/Artist's Craft  
Personal Interest and Attitudes

### **Study Skills and Information Resource**

Study Skills  
Information Resources

## **The Literacy Collaborative**

In addition to being a basal district, the Miller Place School District is currently involved in the Lesley University Literacy Collaborative. The Literacy Collaborative is a thoroughly researched model of literacy instruction. The teachers at the primary level have received extensive staff development in order to successfully implement this type of instruction. We are in the process of training the intermediate level teachers. In addition to the classroom literacy program, there are various safety nets available to the child who needs support such as Reading Recovery and Remedial Reading.

The instructional framework used at both the elementary and intermediate levels consist of many literacy experiences that provide for a tremendous amount of authentic reading and writing. A key principle of the Literacy Collaborative is that children are engaged in different types of experiences. These activities range from those which require a high level of teacher support, to activities which require a level of student independence. The ultimate goal of the program is to make the students successful independent readers and writers as they advance through the grades.

At the primary level, the instructional framework includes the following types of reading experiences: reading aloud to children, shared reading, guided reading, and independent reading. Guided reading gives teachers the opportunity to work with students on their individual level. All students are assessed to determine their level. The students then meet in leveled groups for practice and instruction.

Students are also engaged in many different types of writing experiences: language experience/shared writing, interactive writing, writing workshop, independent writing, phonics and word study. These reading and writing elements are connected through the systematic study of letters, words, and how they work. They are integrated through a variety of themes, assessed through documentation of progress, and linked to families through home involvement.

At the intermediate level the instructional framework includes three blocks: reading, writing, and language/word study. Students engage in three kinds of reading: independent reading, guided reading, and literature study. They also engage in three kinds of writing: independent writing, guided writing, and writing in the content areas. The language/word study block includes a variety of language, word, and text experiences usually conducted with a group. The elements of the intermediate framework are connected through oral, visual, and technological communication, assessed through documentation of progress, and linked to families through home involvement.

## **READING PROGRAM GOALS**

The ultimate goal of the reading instruction is to produce individuals who value reading, who seek out books because books expand their understanding and transport them to another time or place, or allow them to see or feel with fresh insight.



## **READING LEARNING EXPECTATIONS**

### **I. Comprehension Strategies**

#### **A. Using pre-reading strategies**

1. Preview
2. Activate prior knowledge
3. Set purposes

#### **B. Using Comprehension Monitoring (Fix-up Strategies)**

1. Ask questions
2. Visualize
3. Adjust reading rate
4. Re-read
5. Use decoding and vocabulary strategies

#### **C. Using Comprehension Strategies to Relate Ideas**

1. Make inferences
2. Make, confirm, or review predictions
3. Analyze story elements (character, plot, setting, narrative or character's point of view, tone, mood, theme, style)
4. Recognize literary genres (narrative, expository, fiction, nonfiction)

#### **D. Organize Information**

1. Main idea and supporting details
2. Cause and effect
3. Problem and solution
4. Categories
5. Sequence of events
6. Steps in a process
7. Compare and contrast
8. Spatial relationships
9. Use illustrations, photos, headings, subheadings

#### **E. Using Comprehension Strategies-Synthesize Ideas**

1. Summarize
2. Make, confirm, or revise predictions
3. Draw conclusions
4. Form generalizations

#### **F. Evaluate Ideas**

1. Distinguish between important and unimportant information
2. Make judgments and decisions
3. Distinguish between fantasy and reality
4. Evaluate fact and opinion/nonfact
5. Recognize techniques of persuasion and propaganda
6. Evaluate evidence and sources of information

7. Evaluate author's purpose and point of view

- G. Generate and Apply Ideas
  - 1. Reflect and respond to literature
  - 2. Extend meaning

**II. Vocabulary Strategies:**

- A. Context Clues for:
  - 1. Unfamiliar words
  - 2. Multiple-meaning words
  - 3. Homophones
  - 4. Figurative language
  - 5. Content-area and specialized vocabulary
  
- B. Structural Clues
  - 1. Inflectional endings (-er, -est, -s, -es, -ed, -ing)
  - 2. Plurals (regular and irregular)
  - 3. Compound words
  - 4. Contractions
  - 5. Possessives
  - 6. Prefixes and suffixes
  - 7. Root words and combining forms/etymology
  
- C. Relate Words and Concepts
  - 1. Synonyms and antonyms
  - 2. Word categories

**III. Decoding and Phonics**

- A. Recognize Sound/Letter Relationships
  - 1. Consonant, blends, digraphs
  - 2. Vowels (short, long, diphthongs, variants)
  - 3. Vowels and phonograms
  
- B. Use Decoding Skills
  - 1. Blending
  - 2. Substitution
  - 3. Rhyming
  - 4. Known words/word parts
  - 5. Consonant and vowel patterns
  
- C. Print Literacy
  - 1. Understands concepts about print
  - 2. Directionality
  - 3. Letter, word, sentence
  - 4. Punctuation

#### **IV. Types of Reading Materials**

- A. Library books, fiction, non-fiction, biographies, poems, plays, etc.
- B. Basal readers
- C. Authentic literature
- D. Textbooks
- E. Newspapers and magazines
- F. Electronically produced text



## WRITING LEARNING EXPECTATIONS

### **I. Written Expression**

#### A. Use Composition strategies

#### B. Pre-writing

1. Generate ideas (brainstorm, visualize, make a list, etc.)
2. Choose and narrow topics
3. Identify purpose and audience
4. Select writing mode: narrative, descriptive, expository, persuasive

#### C. Select Writing Form

1. Journal
2. Message/lists
3. Paragraph
4. Story
5. Description
6. Personal narrative
7. Autobiography
8. How-to
9. Play (scene)
10. Advertisement
11. Summary
12. Compare/contrast
13. Book report
14. Report
15. Invitation
16. Thank you note
17. Friendly letter
18. Gather ideas and information

#### D. Writing a First Draft

1. Draft compositions for specific purposes and audiences, and to capture ideas.
2. Use different organizational techniques to support and develop a central idea.

#### E. Revising

1. Evaluate content, organization, topic development, transition, clarity, and appropriateness of language, word and sentence variety, appropriateness to the purpose and audience.

F. Revise a First Draft Composition

1. Add information and ideas
2. Elaborate upon topics
3. Eliminate unrelated details and sentences
4. Rewrite to include a variety of word choices and sentence types/structures
5. Clarify and refine ideas
6. Combine sentences
7. Evaluate revisions made by self and others

G. Proofreading

1. Proofread and edit a composition
2. Check spelling, punctuation, and capitalization

H. Publishing

1. Share composition with others
2. Use appropriate manuscript style

**II. Conventions of Language**

A. Use Standard Grammar and Usage

1. Recognize correct word order in sentences
2. Recognize correct sentence order in paragraphs
3. Recognize complete and incomplete sentences
4. Recognize kinds of sentences: declarative, interrogative, exclamatory, imperative
5. Recognize sentence structures: simple, compound, complex, compound-complex

B. Use Standard Capitalization, Punctuation, and Spelling

C. Use Legible Handwriting (manuscript)

## **LISTENING AND SPEAKING LEARNING EXPECTATIONS**

The ability to listen and communicate orally is stressed in all aspects of the Language Arts Program. In addition, these important lifetime skills are included and developed in all subject areas:

- Use appropriate sequences and organizational skills in preparing formal oral presentations.
- Synthesize information from a variety of sources to prepare oral presentations.
- Summarize information that is heard, using effective vocabulary and conventional spoken English.
- Develop and expand expressive vocabulary.
- Listen to literature to determine mood and feeling, to make inferences and to predict outcomes.
- Share personal experiences and appreciate those of others.
- Use critical thinking and problem solving skills.
- Support statements of opinion and values with references to text and outside sources including technology.
- Apply principles of good listening and speaking in a full range of social situations.
- Identify and interpret vocal inflections, body language, visual aids, and figures of speech that facilitate oral message.

## **ASSESSMENT**

The ultimate purpose of assessment in the English Language Arts is to improve learning. All assessment examines the learning that is taking place in the classroom. Assessment of a student's abilities in the integrated language arts begins with the teacher's daily observations of the student's progress in the language arts learning expectations. Daily classroom activities stress the importance of learning language as an integrated process. The most complete assessment, therefore, tests language in the same way combining aspects of the four language arts domains in one assessment event.

Assessment is embedded in the learning process and not layered on as an afterthought. It is an integral and ongoing part of instruction. A primary result of assessment should be to instill in children knowledge about and confidence in their own learning.

Homework is an important element in a teacher's assessment of a student's abilities. Exercises completed at home as guided practice, independent reading, and research are typical assessments, often assigned as homework.

Typical modes of assessment in the English Language Arts are:

- Oral presentations
- Responses to literature
- Analysis of story elements
- Gathering and reporting information
- Writing directions or instructions
- Teacher observations
- Journal writing
- Homework – including studying and independent reading
- Standardized test

## New York State Standards for Mathematics, Science, and Technology

### **Standard 1: *Analysis, Inquiry and Design***

Students will use mathematical analysis, scientific inquiry, and engineering design as appropriate, to pose questions, seek answers, and develop solutions.

### **Standard 2: *Information Systems***

Students will access, generate, process, and transfer information using appropriate technologies.

### **Standard 3: *Mathematics***

Students will understand mathematics and become mathematically confident by communicating and reasoning mathematically, by applying mathematics in real world settings, and by solving problems through the integrated study of number systems, geometry, algebra, data analysis, probability, and trigonometry.

### **Standard 4: *Science***

Students will understand and apply scientific concepts, principles, and theories pertaining to the physical setting and living environment and recognize the historical development of ideas in science.

### **Standard 5: *Technology***

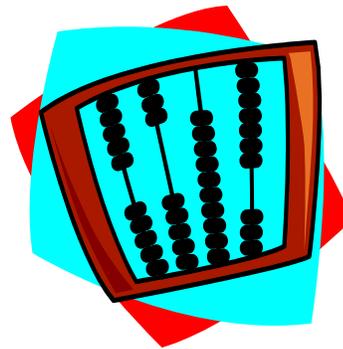
Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

### **Standard 6: *Interconnectedness: Common Themes***

Students will understand the relationships and common themes that connect mathematics, science, and technology and apply the themes to these and other areas of learning.

### **Standard 7: *Interdisciplinary Problem Solving***

Students will apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions.



# NEW YORK STATE STANDARDS FOR MATHEMATICS

**Standard 1: *Mathematical Reasoning***

Students will use mathematical reasoning to analyze mathematical situations, make conjectures, gather evidence, and construct an argument.

**Standard 2: *Number and Numeration***

Students will use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world, the use of numbers to communicate mathematically, and the use of numbers in the development of mathematical ideas.

**Standard 3: *Operations***

Students will use mathematical operations and relationships among them to understand mathematics.

**Standard 4: *Modeling/Multiple Representation***

Students will use mathematical modeling/multiple representation to provide a means of presenting, interpreting, communicating, and connecting mathematical information and relationships.

**Standard 5: *Measurement***

Students will use measurement in both metric and English measure to provide a major link between the abstractions of mathematics and the real world in order to describe and compare objects and data.

**Standard 6: *Understanding***

Students will use ideas of uncertainty to illustrate that mathematics involves more than exactness when dealing with everyday situations.

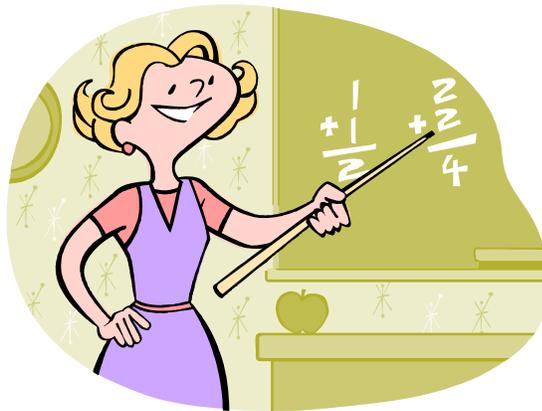
**Standard 7: *Patterns/Functions***

Students will use patterns and functions to develop mathematical power, appreciate the true beauty of mathematics, and construct generalizations that describe patterns simply and efficiently.



## MATHEMATICS PROGRAM GOALS

The Mathematics Program in the Miller Place Elementary Schools recognizes the diversity of our students who come to school with a wide range of abilities and who may pursue multiple pathways to learn effectively. A variety of instructional strategies and materials are employed to enhance student learning. Our curriculum is conceptually oriented, aligned with the National Council of Teachers of Mathematics, and enables students to acquire clear and stable concepts by constructing meaning in the context of physical situations. Students are actively engaged in doing mathematics. Our curriculum includes a broad range of content and makes appropriate use of calculators and computers. Communication with and about mathematics and mathematics reasoning permeates the curriculum.



# **MATHEMATICS LEARNING EXPECTATIONS**

## **I. Mathematical Reasoning**

- Select appropriate operations and methods to solve problems
- Recognize the information needed to solve problems
- Explain and illustrate why a solution is correct
- Use operations to create simple word problems

## **II. Number and Number Theory**

- Read and write whole numbers and decimals and fractions to tenths
- Identify and compare whole numbers, simple fractions, and decimals using greater than, less than, and equal to ( $>$ ,  $<$ ,  $=$ )
- Examine the concept of a mixed number
- Explore the concept of percent
- Recognize number patterns

## **III. Operations**

- Add, subtract, multiply and divide whole numbers
- Add and subtract fractions with like denominators
- Multiply to a factor of 12
- Multiply two and three digit factors by one digit factors
- Investigate commutative and associative properties as they relate to addition and multiplication
- Explore properties of zero and one as they pertain to multiplication and division
- Develop strategies for selecting the appropriate computational and operational method in problem solving situations
- Use a variety of mental computation and estimation techniques

## **IV. Modeling/Multiple Representation**

- Collect and organize data
- Use concrete materials to model spatial relationship
- Create and interpret graphs, tables, and charts to solve problems
- Explain the relationship of two and three dimensional figures
- Identify, describe, and compare lines and angles

## **V. Measurement**

- Develop the process of measuring and concepts related to units of measurement
- Explain the attributes of area, length, capacity, weight, volume, time, temperature, and angles
- Estimate and find measures such as length, perimeter, area, and volume
- Collect, organize, and display data
- Use statistical methods such as graphs, tables and charts to interpret data
- Use customary and metric measuring tools in activities involving length, mass, capacity, and temperature

- Tell time on standard clock to one minute
- Review elapsed time
- Identify and count all coins and bills
- Make change to one dollar

**VI. Probability**

- Recognize situations where only an estimate is required
- Develop a wide variety of estimation skills and strategies
- Determine the reasonableness of results
- Predict experimental probabilities
- Determine probabilities of simple events
- Explain the language of chance
- Develop word problems involving probability and use fractions to explain results
- Round numbers to the nearest 100

**VII. Patterns/Functions**

- Use patterns and functions to develop mathematical sense
- Recognize, describe, extend, and create a wide variety of patterns
- Use a variety of manipulative materials and technologies to explore patterns
- Represent and describe mathematical relationships
- Solve for an unknown using manipulative materials
- Explore number sentences

**VIII. Problem Solving**

- Recognize the choice of operation
- Use logical reasoning to solve word problems
- Evaluate the reasonableness of answers
- Recognize missing and or extra information
- Can solve multi step problems

**IX. Assessment for Mathematics may include:**

- Multiple choice and/or free response books tests
- Periodic practice exercises
- Written and oral examinations, teacher created
- Teacher observation
- Terra Nova Standardized Assessment

## **SCIENCE PROGRAM GOALS**

The science program at the elementary level strives to provide the student with a sense of discovery and excitement for the study of science. It is dedicated to the idea that science has a place in every child's life and extends into adulthood. The program develops the student's ability to use the scientific method, and develop thinking and reasoning skills in order to solve problems.

Students will acquire knowledge about how science has contributed to our understanding of the natural world. Students will also become knowledgeable about how scientific concepts have developed through history. They will also demonstrate an understanding of the interconnectedness of math, science, and technology. The program aims to promote the ability to use the scientific method to develop critical thinking skills and a logical approach to problem solving.



## **SCIENCE LEARNING EXPECTATIONS**

Topics of study encompass Physical, Life, and Earth Science with an emphasis on the development of Inquire Skills through a hands-on approach.

- Inquire Skills
  - Identify a problem
  - Predict an outcome
  - Investigate/experiment
  - Observe
  - Measure results
  - Record data
  - Sort and classify
  - Draw a conclusion
  
- Buoyancy
  - Observe objects that float or sink
  - Investigation of why objects float or sink
  
- Butterflies
  - Observe the life cycle of an insect by raising butterflies
  - Record the life cycle of the butterfly
  
- Sound
  - Investigate the frequency, pitch and movement of sound waves
  - Explore the conduction of sound through various materials
  - Construct simple musical instruments
  
- Relationships of Living Things
  - Explore living things and their relationships with each other
  - Investigate living and nonliving things that make up an ecosystem
  - Explore the roles of producers, consumers, scavengers and decomposers
  - Investigate the recycling and reuse of resource
  
- Solar System
  - Investigate the order of the planets as well as the moon and its phases
  - Explore information regarding atmospheric and geological aspects of each planet, the moon, and the sun
  
- Assessment
  - Group and individual projects
  - Class participation
  - Experiments of related hands on activities
  - Student written and oral communication

## **TECHNOLOGY PROGRAM GOALS**

Technology in the Miller Place School District is used as a learning tool. Students retrieve, enter, process, display, and communicate age-appropriate information in various forms using text, tables, pictures and other sources, as they become available.

Students will demonstrate the ability to ethically utilize technology and critically evaluate technological information. They understand this technology is continually changing and impacts change in society and their environment.

Miller Place students will utilize technology to help them make informed decisions and solve real-life problems. The technology in the classroom allows students to learn in an environment without walls. Students have the ability to access the world in their quest for knowledge.



## **TECHNOLOGY LEARNING EXPECTATIONS** **COMMUNICATION**

Students will use technology to communicate effectively and creatively.

1. Students will communicate through application software.
  - Create written documents using word processing skills, writing process steps, and publishing programs.
  - Use electronic spell checker/thesaurus.
  - Use computer graphic programs.
  - Create spreadsheets to manage information and create reports.
  - Use publishing software and scanners to produce layouts.
  - Integrate databases, graphics, and spreadsheets into word-processed documents.
2. Students will communicate visually, graphically, and artistically through multi-media.
  - Produce audio presentations.
  - Use analog and digital equipment.
3. Students will communicate through networks and telecommunication.
  - Use network communication systems (electronic mail).

### **INFORMATION PROCESSING:**

Students will use technology to access, retrieve, evaluate and interpret visual/auditory information.

1. Students will access and retrieve electronic information.
  - Use software for drill and practice and to strengthen skill development.
  - If appropriate, use software for computer assisted instruction.
  - Develop strategies for problem solving and critical thinking.
2. Students will develop basic technology skills.
  - Select and use technology appropriate to needs.
  - Develop keyboarding skills to navigate within the keyboard.
  - Operate peripheral devices.
  - Use an expanded technology vocabulary.
  - Care for technology equipment and use it safely.
  - Follow copyright laws.

### **ASSESSMENT:**

- Teacher observation

- Class participation
- Group and Individual projects

## New York State Standards for Social Studies

### **Standard 1: *History of the United States and New York***

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States.

### **Standard 2: *World History***

Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.

### **Standard 3: *Geography***

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live – local, national, and global – including the distribution of people, places, and environments over the Earth’s surface.

### **Standard 4: *Economics***

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

### **Standard 5: *Civics, Citizenship, and Government***

Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the United States and other nations; the United States Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.



## **SOCIAL STUDIES PROGRAM GOALS**

In social studies classes, students confront questions about the wonders and excitement of humankind in the world. Social Studies students understand their roots, see their connections to the past, comprehend their context, recognize the commonality of people across time, appreciate the delicate balance of rights and responsibilities in an open society, and develop the habits of thoughtful analysis and reflective thinking.



## **SOCIAL STUDIES LEARNING EXPECTATIONS**

In the grade 3 social studies program, students study about communities throughout the world. The five social studies standards form the basis for this investigation as students learn about the social, political, geographic, economic, and historic characteristics of different world communities. Students learn about communities that reflect the diversity of the world's peoples and cultures. They study Western and non-Western examples from a variety of geographic areas. Students also begin to learn about historic chronology by placing important events on timelines. Students locate world communities and learn how different communities meet their basic needs and wants. Students begin to compare the roles of citizenship and the kinds of governments found in various world communities.

- **Cultures and Civilizations**

- What is a culture? What is a civilization?

- How and why do cultures change?

- Where do people settle and live? Why?

- People in world communities exchange elements of their cultures.

- People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.

- People in world communities celebrate their accomplishments, achievements, and contributions.

- Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

- **Communities Around the World**

- People of similar and different cultural groups often live together in world communities.

- World communities have social, political, economic, and cultural similarities and differences.

- World communities change over time.

- Important events and eras of the near and distant past can be displayed on timelines.

- Calendar time can be measured in terms of years, decades, centuries, and millennia, using BC and AD as reference points.

- All people in world communities need to learn and they learn in different ways.

- Families in world communities differ from place to place.

- Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.

- Different events, people, problems, and ideas make up world communities.

- People in world communities may have different interpretations and perspectives about important issues and historic events.

- **The Location of World Communities**

- World communities can be located on maps and globes (latitude and longitude).

- The spatial relationships of world communities can be described by direction, location, distance, and scale.

Regions represent areas of Earth's surface with unifying geographic characteristics. World communities can be located in relation to each other and to principal parallels and meridians.

Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.

Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.

- **Physical, Human, and Cultural Characteristics of World Communities**

The causes and effects of human migration vary in different world regions.  
The physical, human, and cultural characteristics of regions and people throughout the world are different.  
Interactions between economic activities and geographic factors differ in world communities.  
The factors that influence human settlements differ in world communities.
- **People Depending on and Modifying Their Physical Environments**

People living in world communities depend on and modify their physical environments in different ways.  
Lifestyles in world communities are influenced by environmental and geographic factors.  
The development of world communities is influenced by environmental and geographic factors.
- **Challenge of Meeting Needs and Wants in World Communities**

Societies organize their economics to answer three fundamental economic questions:  
What goods and services should be produced and in what quantities? How shall goods and service be produced? For whom shall goods and services be produced?  
Human needs and wants differ from place to place.  
People in world communities make choices due to unlimited needs and wants and limited resources.  
People in world communities must depend on others to meet their needs and wants.  
Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.  
People in world communities use human, capital, and natural resources.  
People in world communities locate, develop, and make use of natural resources.  
Resources are important to economic growth in world communities.
- **Economic Decision Making in World Communities**

Production, distribution, exchange, and consumption of goods and services are economic decisions which all world communities must make.  
Economic decisions in world communities are influenced by many factors.
- **Symbols of Citizenship in World Communities**

People in world communities celebrate various holidays and festivals.  
People in world communities use monuments and memorials to represent symbols of

their nations.

- **People Making and Changing Rules and Laws**
  - People in world communities form governments to develop rules and laws to govern community members.
  - People in world communities may have conflicts over rules, rights, and responsibilities. The processes of selecting leaders, solving problems, and making decisions differ in world communities.
- **Governments Around the World**
  - Governments in world communities organize to provide functions people cannot provide as individuals.
  - Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.
  - Governments in world communities develop rules and laws.
  - Governments in world communities plan, organize, and make decisions.
- **Assessments for Social Studies may include:**
  - Group and individual projects
  - Class participation
  - Classroom tests
  - Teacher observation
  - Oral presentations
  - Terra Nova Standardized Test

## LEARNING STANDARDS FOR THE ARTS

**Standard 1: *Creating, Performing and Participating in the Arts***

Students will actively engage in the processes that constitute creation and performance in the arts (dance, music, theatre, and visual arts) and participate in various roles in the arts.

**Standard 2: *Knowing and Using Arts Materials and Resources***

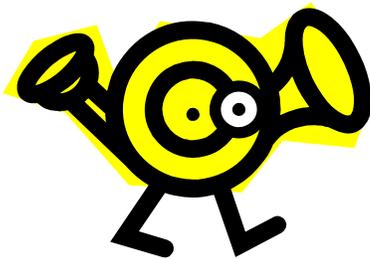
Students will be knowledgeable about and make use of the materials and resources available for participation in the arts in various roles.

**Standard 3: *Responding to and Analyzing Works of Art***

Students will respond critically to a variety of works in the arts, connecting the individual work to other works and to other aspects of human endeavor and thought.

**Standard 4: *Understanding the Cultural Dimensions and Contributions of the Arts.***

Students will develop an understanding of the personal and cultural forces that shape artistic communication and how the arts in turn shape the diverse cultures of past and present society.



## **ART PROGRAM GOALS**

- Provide the children with exposure to and experimentation with all available media.
- Instruct children in the elementary use of materials.
- Provide children with opportunities to develop self-expression and creativity through art media.
- Use media to aid in developing eye/hand coordination, spatial relations, and visual perception.

## **ART LEARNING EXPECTATIONS**

### **UNDERSTANDING ART AND ARTISTS**

- Understand the characteristics of various mediums in order to select those that are appropriate for their purposes.
- Identify the electronic media as a means of expressing visual ideas.
- Be aware that cultural institutions (museums and galleries) and community opportunities (festivals) exist for looking at original art.
- Recognize careers in the arts.

### **CREATIVE ART**

- Develop skills and foundations necessary to create two and three dimensional forms of art.
- Apply Elements of Art and Principles of Design in creating artwork.
- Select appropriate materials (media, tools and elements) in creating artwork.
- Draw and paint applying techniques to depict ideas, feelings and moods.
- Demonstrate the safe and appropriate use of materials.
- Work cooperatively in a group setting (sharing and showing respect for each other).
- Identify the process for exhibiting artwork.
- Develop ideas and images through the exploration, and creation of artworks based on themes, symbols, and events.

### **RESPONDING TO AND ANALYZING WORKS OF ART**

- Reflect upon, interpret and evaluate works of art, using language of art criticism.
- Explain the visual and other sensory qualities (surface colors, textures, shapes and sizes) found in a wide variety of artworks.
- Explain the themes that are found in works of art and that artworks are related to other forms of art and expression in other disciplines such as mathematics, science, literature, social studies, etc.

### **MULTICULTURAL ASPECTS OF ART**

- Look at and discuss a variety of artwork and artifacts in local and world cultures to discover some important ideas, issues, and events of those cultures.
- Create artworks that show the influence of a particular culture.

### **ASSESSMENT**

- Observation

- Discussion
- Display
- Classroom participation

## MUSIC PROGRAM GOALS

The Music Education Program strives to offer each student the opportunity to experience the excitement which can be derived from a full range of musical endeavors. Through its integrated curriculum, students can expand their individual interests and abilities in the field of music. Among its many objectives are: to expand the ability of each student to communicate through music, to acquaint the student with his/her musical heritage, and to develop a sense of awareness and self-esteem.



## MUSIC LEARNING EXPECTATIONS

### **I. Making Music Your Own**

1. Children are taught simple songs related to the curriculum and/or holidays in an effort to afford them opportunities to experience the pleasure of group and individual singing.
2. Through the use of recordings, the piano, and a variety of simple rhythm instruments, children begin to develop a sense of rhythm.
3. Children use musical selections as a means of self-expression through simple interpretive dance sessions.
4. Auditory skills and social skills are developed through group participation in musical games.
5. Children are exposed to a variety of classical works related to their age level and interest.

### **II. Technical**

Match pitches; recognize tonal direction; sing with a natural pleasing timbre; develop a rhythmic sense (march or beat in time with music).

#### A. Mechanics

- Recognize tonal direction  
Identify ascending or descending scale line or melody line
- Recognize rhythmic differences.  
Respond with body movements to march, waltz, rapid rhythmic passages (or slow ones).
- Recognize high and low pitches.
- Sing together. Start working on intonation (broadly).

#### B. Aesthetics

- Use appropriate folk material from many cultures for musical games and class singing.
- Use material in major and minor modes.
- Use orchestral and monophonic listening music. Have children identify rhythms. (Use percussion instruments).

### **ASSESSMENT**

- Teacher observation
- Classroom participation
- Group & individual performances

# NEW YORK STATE LEARNING STANDARDS FOR HEALTH AND PHYSICAL EDUCATION

## **Standard 1: *Personal Health and Fitness***

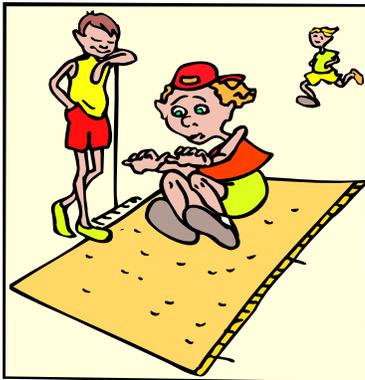
Students will have the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, and maintain personal health

## **Standard 2: *A Safe and Healthy Environment***

Students will acquire the knowledge and ability necessary to create and maintain a safe and healthy environment.

## **Standard 3: *Resource Management***

Students will understand and be able to manage their personal and community resources.



## PHYSICAL EDUCATION

The Physical Education Curriculum in the Miller Place School District is a manifestation of a desire to use a child's natural and societal inclinations toward physical activity as a means of facilitating the achievement of goals for higher than mere physical proficiency. While it is true that motor proficiency to a child, is a crucial factor in the development of self-respect, it is the self-respect with which we are primarily concerned and not so much the motor proficiency in itself. For it is upon the keystone of self-respect that we hope to build a human being capable of understanding life's purpose. Knowledge of, and respect for, one's self makes it more possible for one to know and respect other human beings – indeed all of humanity. Hopefully, a child's knowledge and respect for himself as well as other humans, will lead him to the realization that the service and improvement of mankind – wherever he finds the opportunity – can be the starting point for human happiness. The Physical Education curriculum (both in its content and its methodology) in Miller Place shall strive toward the end described above.

### PHYSICAL EDUCATION PROGRAM GOALS

- A. **KNOWLEDGE OF ONE'S SELF** shall be achieved by having the child become familiar with his capabilities and limitations, particularly with respect to his ability to cope with the physical environment as it is described by our society. The classes will be structured so as to guarantee a sanguine self-analysis.
- B. **RESPECT FOR ONE'S SELF** shall be made more likely by deliberate planning of the activities that will guarantee success for all at onetime or another. Such a deliberate plan is **NOT** inconsistent with reality since a child's appreciation of "reality" is incomplete (usually limited to the tangible and obvious). To permit a child to experience unprotected "realism" at such an early age would be to guarantee a totally unrealistic appraisal of his humanity – many aspects of which cannot be known or appreciated at this early age. The psychological scars incurred through such a false appraisal may well preclude any further proper appraisal of his human work – not just his physical ability.
- C. **IMPROVEMENT OF ONE'S SELF** serves to improve a child's self-respect in the form of feed-back from comparison with his/her peers. The child is given a challenge to increase his ability to handle his own body in the play environment of his age level; to increase his ability to handle objects used in the sports culture of American society; to increase his ability to operate in the social situation of the school. If he can increase his ability in these areas **without** the teacher's direct attention so much the better for the student's appreciation of himself.

## **PHYSICAL EDUCATION LEARNING EXPECTATIONS**

- A. Activities designed to familiarize the student with the gymnasium
- B. Introduction to Physical Education rules and safety
- C. Introduction to playground rules and safety
- D. Personal responsibilities for achieving success in individual and group activities.
- I. Experiencing the capabilities of their bodies in dealing with moving objects (balls) – eye/foot coordination.
  - A. Students will develop control and grace of body movement.
  - B. Students will develop skills for success in group participation (soccer skills).
- II. Students will experience the capabilities of their bodies in relation to moving objects and with the movements and aspirations of other students.
  - A. Propelling-throw/strike, hand/foot
    - 1. distance-great/small
    - 2. target-large/small, low/high
  - B. Receiving-hand/foot, hard/soft, aerial/ground
    - 1. block
    - 2. catch
    - 3. rebound
  - C. Stride, step (rear to front) throw (overhand throw-targets)
  - D. Striking a stationary ball-bats, batting tee
  - E. Striking a moving ball-racquets
- III. Students will experience various sports movements (hand and foot) associated with volley ball (volleyball skills & lead up games).
- IV. Physical Fitness

Concepts to be appreciated and experienced:

1. The effect of aerobic activity (i.e. jump roping) on the cardio-respiratory system.
2. Utilization of designated fitness equipment (i.e. rowers, stationary bicycles, climbers) for specific fitness related goals.
3. Introduction of additional components of fitness such as agility, strength, flexibility.
4. Understanding and evaluation of personal fitness levels in relation to national norms.

5. Self-evaluation and its role in determining future fitness levels and goal setting.

#### Fitness Activity Areas

1. Jump Roping
  - single rope, single jumper
  - single rope, double jumpers
  - double rope, single jumper
  - double rope, double jumpers

Entering the turning rope... “front door” and “back door”

Double Dutch... turning and jumping techniques

2. Fitness Equipment
  - stationary bicycles
  - alpine climbers
  - rowers
  - climbing ropes
  - chinning bars

#### Side Jumps and Side Steps (agility)

3. The President’s Challenge
  - Students shall take the following 5 items and will attempt to earn a national or presidential certificate:
    - a) pull –ups
    - b) curl-ups
    - c) shuttle run
    - d) sit and reach
    - e) 880 yd. run or 1 mile run
4. Obstacle Course- application of learned fitness components in a “timed” event

- V. Students will experience the capabilities of their bodies in relation to space, distance and time. (Basketball skills)
  - A. Ball handling
  - B. Shooting
  - C. Passing
- VI. Movements associated with track and field
  - A. Running - 1) the sprint start – sprinting; 2) middle distance running; 3) concept of pacing (ability of the body to tell time)
  - B. Hurdling – low and intermediate heights
  - C. Long jump – phases of body flight; measurement of distance as motivation for improvement

- D. Triple jump – the hop, step, and jump sequence; measurement of distance
  - E. High jump – the Fosbury flop (inside activity)
  - F. Pole vault – use of the rope as an agent for body movement over a cross bar (inside activity)
- VII. Students will experience the capability of working as a team member and practice good sportsmanship (Field Day).

## **HEALTH EDUCATION PROGRAM GOALS**

The Health Education program on the elementary level is designed to be an integral part of the curriculum and an essential element in the growth of the child. The goals of the program focus on both the traditional and current issues which affect the health and well being of the student. The health program strives to provide the basis of healthful living for each student, to provide each student with meaningful health experiences, and to provide an atmosphere which will foster good health practices.

### **HEALTH LEARNING EXPECTATIONS**

#### **I. DRUGS, ALCOHOL AND TOBACCO**

- List examples of who should give medicines to children.
- Recognize that medicines are drugs and could be harmful to one's body.
- Understand the basic function of the heart and lungs.

#### **II. NUTRITION**

- Recognize that eating enough of the right food helps keep the body working properly.
- Recognize different foods are necessary for proper growth and health.

#### **III. DENTAL HEALTH**

- Explain the correct procedure for brushing teeth.
- Identify necessary times for brushing.
- Recognize the importance of a yearly dental check-up.
- Recognize role of refined carbohydrates in formation of cavities.

#### **IV. SAFETY**

- Discuss how the senses keep us safe.
- Discuss safety rules regarding strangers.
- Illustrate correct hand signals for bike riders.
- Cite correct fire drill procedures.
- Tell ways to be safe on the playground.

#### **V. COMMUNICABLE DISEASES/AIDS**

- Differentiate between communicable and non-communicable disease.
- Define communicable disease and discuss which of the listed are easy to get and which are hard to get.

- Discuss ways to prevent disease: annual checkups, safety at home, play, etc., using good judgment.
- List measures to reduce the risk of spreading communicable disease: covering mouth when coughing or sneezing, washing hands, immunization.

**VI. GROWTH FITNESS AND CARE OF THE BODY**

- Name the various parts of the body and describe their function.
- Discuss typical growth patterns of girls and boys.
- Discuss personal fitness
- Discuss everyday health habits that can protect us from harmful microbes

**ASSESSMENT**

- Group discussions
- Evaluation of materials
- Role playing

## **LIBRARY MEDIA**

The Library Media program supports and enhances individual student needs and interests. It is a keystone for quality education. Its goals and objectives are consistent with school wide activities, which enrich and implement the learning standards as written in the curriculum guide. Through its wide variety of resources it encourages each student to achieve to the optimum of his/her potential as a learner, as a citizen, and as a human being. With each student as the center of focus, it strives to develop a curiosity and eagerness for life-long learning as well as to develop the ability to examine ideas constructively and creatively. The library media program will remain flexible in order to accommodate the ever-changing role of technology in education.

### **LIBRARY MEDIA PROGRAM GOALS**

The Library Media instructional program is:

- A. Designed to match the developmental stages and specific library and information needs of pupils at each grade level.
- B. Structured to teach the location and interpretation skills necessary to develop freedom of selection, evaluation, and the discriminate use of information sources.
- C. Integrated with the content areas of the curriculum.
- D. Supplemented by extensive individual use of the library media center which will encourage an appreciation of fine literature and a commitment to education.

### **LIBRARY MEDIA LEARNING EXPECTATIONS**

#### **I. LIBRARY ORIENTATION**

- Recall rules and demonstrate behavior appropriate to grade level
- Demonstrate competency in following appropriate procedures to borrow materials and return them on time
- Use library time appropriately
- Demonstrate appropriate interpersonal skills
- Model ethical behavior in the use of resources and technology

#### **II. INFORMATION SKILLS**

- Choose and locate appropriate materials
- Identify the differences between books and periodicals
- Identify the difference between fiction and non-fiction media:  
Books, video, software, Internet, etc.

- Define, identify, and utilize the various forms of technology
- Recognize use of the catalog to index the library's collections
- Identify and apply the library's system of classification
- Compose appropriate questions to access information from available technology
- Utilize the computer to identify, analyze and synthesize information
- Utilize various technologies to access information sources beyond our local school library
- Identify and locate information on title page from books and other media
- Utilize tables of contents, menus and indexes
- Access information from both hard copy and online dictionaries and online encyclopedias

### **III. LITERATURE**

- Compare various examples of children's literature
- Identify certain authors' and illustrators' works
- Describe Caldecott Award winners
- Select books appropriate to one's interests and abilities
- Analyze imaginative stories, i.e., recognize theme, and discuss characters and vocabulary
- Utilize technology to enhance enjoyment of literature

### **ASSESSMENT**

- Success in circulation of library materials
- Maintain and respect library materials and demonstrate pride in the library and school environment
- Satisfactory completion of teacher assigned tasks
- Work cooperatively to accomplish tasks
- Independently choose, locate and utilize appropriate materials
- Define, identify and utilize the various forms of technology
- Successful utilization of library materials for completion of interdisciplinary projects
- Success in applying learned information skills to other academic areas
- Successful outcome of school wide reading program
- Participation in class discussions
- Student surveys and peer sharing of independent reading