

# Third Grade Curriculum Guide

## Our Mission as a Friends School

A handbook of the curriculum will always be a ‘work in progress,’ a phrase that describes many aspects of schools with dynamic vision. We invite your comments so that we can continue to provide a clear and useful guide.

The curriculum at The Friends School of Atlanta is guided by the mission statement, which embodies Friends values (testimonies), and by developmentally appropriate practice. We believe that in educating children we are guiding them toward an awareness and appreciation of their own uniqueness. For this reason, our curriculum is concerned with all aspects of human development: intellectual, moral, aesthetic, physical, social and emotional. The process by which children learn is as important to us as what they learn.

Academic excellence is the ultimate goal, as we help each child discover the full range of her or his abilities. Teaching new ideas and skills helps us attain that goal by providing a link between the child’s present interests and abilities and his or her innate capacities. We want our students to appreciate that knowledge and understanding open countless possibilities for their lives. In the words of William Damon, Professor at Brown University, and nationally renowned thinker on the moral development of children:

*Children do best—intellectually, personally, morally—when they are striving for excellence. Any activity that encourages children to strive for excellence will enhance their motivation to learn, and any instruction that shows them how to achieve excellence will advance their competence. Children are inspired, not stressed, when faced with challenging tasks. They crave the chance to achieve something meaningful.*

## STUDENTS WILL LEARN ABOUT

- The six Quaker testimonies, Simplicity, Peace, Integrity, Community, Equality, Stewardship (SPICES), orally and through art and literature
- The purpose of Silent Meeting
- The “inner light” or “that of God” in each of us

# Third Grade Curriculum Guide

## STUDENTS WILL HAVE OPPORTUNITIES TO EXPERIENCE AND TO PRACTICE

### SILENCE

- Have strategies for settling into silence
- Use silence to reflect
- Use silence as part of conflict resolution
- Understand silence as something other and more than the absence of sound

### SIMPLICITY

- Recognize that sometimes the simple solution can be the best solution and learn to look for the simple solution

### PEACE

- Show awareness of the gift of thought and its power to create a happier and more peaceful life through actions, speaking and art
- Identify the physical and emotional feelings of being at peace
- Know and use strategies to restore personal peace
- Identify and express a range of emotions
- Use “I” statements in negotiating conflict
- Listen without interruption to someone else’s story/perspective
- Take responsibility for one’s words and actions
- Make and accept apologies
- Seek help at the appropriate time
- Walk away to disengage

### INTEGRITY

- Show awareness of one’s “healthy core” of good feelings, making good choices and understanding ourselves and others through actions, speaking and art

# Third Grade Curriculum Guide

- Recognize the connection and/or gap between personal values and actions
- Take responsibility for one's words and actions
- Embrace the courage to tell the truth regardless of consequences

## COMMUNITY

- Make agreements for peaceable cooperation within a community
- Problem-solve with the needs of the group in mind along with the needs of the self
- Act to assist and/or care for people in need

## EQUALITY

- Know how to respond when people are put-down or called names

## STEWARDSHIP

- Make use of daily habits that maintain the school facility and materials

## The Early Elementary Schooling Approach

Using developmentally appropriate practice, teachers allow children time to grow, explore, and discover. Our program meets varied learning styles by integrating a traditional learning model, in which teachers present skills, information and ideas directly to students, with a progressive model, in which teachers engage students in activities and processes to strengthen the child's abilities and skills. In a supportive and noncompetitive atmosphere, children develop as writers, speakers, readers and thinkers. Students conduct research, calculate, experiment, compute and solve problems. Our classrooms and outdoor gardens and habitat provide a stimulating environment so that experiential learning can take place.

Our curricula progress through a recurring spiral movement; that is, students are introduced to a broad range of topics, materials and skills, through which they cycle several times. In math, for instance, students work with geometrical and algebraic concepts at the same time as they learn arithmetical facts. The curriculum allows them to spiral around through these concepts again and again while developing mastery. In science, students may use the same

# Third Grade Curriculum Guide

skills in different units and in successive years, but expectations of breadth, depth and performance are different. At specified places and times in the program, teachers know when to expect mastery of particular skills.

The advantages of this approach within developmentally appropriate practice are numerous. It allows for more individualized instruction, since students can follow the spiral and develop at their own pace. For some, the light bulb will glow the first time through the unit, for others the third, for others, the fifth. For the student who has the “aha” experience the first time around, the next time, more challenging objectives are presented and expectations for that student are greater. This approach allows for a more coherent learning experience, because the unit can develop in an inclusive and connected fashion, rather than through isolated learning blocks. And this model more closely resembles how a person actually learns, which is through immersion, assimilation and adaptation while scaffolding new concepts and information.

True to Quaker educational practice, a spiraling curriculum can be forgiving and noncompetitive. The nature of the world we live in requires that our students learn the value of cooperation and collaboration. We encourage them to learn from one another by working together on projects, by answering classmates’ questions and by listening to opinions, ideas and beliefs of others. The Friends School of Atlanta wants students to understand and appreciate that they are positive and powerful individuals living constructively within a community of learners.

In sum, as the school seeks to support the Quaker values of peace and equality, we are led to strive for diversity in its student body, faculty and staff. This belief calls for the community’s continued support for and understanding of the impact that such diversity has on communications, teacher practice and student learning and curriculum development. We resonate with the words of the late Ernest Boyer, President of the Carnegie Foundation for the Advancement of Teaching, and a prominent Quaker educator, in his last book, *The Basic School*:

*The most essential ingredient of an effective school—the one idea that holds it all together—is best described by the simple word “connections.” An effective school connects people, to create community. An effective school connects curriculum to achieve coherence. An effective school connects classrooms and resources to enrich the climate. An effective school connects life to build character.*

## Academic Subjects

### LANGUAGE ARTS

# Third Grade Curriculum Guide

## TEXT SELECTION

### Textbooks

Houghton Mifflin *English*, Grade 3  
*Handwriting Without Tears*, Grade 3

### Friends' Values

Friends' values and FSA's mission reverberate through the language arts curriculum, promoting self-esteem and honor and respect for the voices, talents and styles of each student to realize Friends' belief in the unique worth and value of each individual. The values of equality and community guide the selection of texts, themes and materials used in classrooms. Teachers make sure that literature represents a variety of voices in our culture in order to reflect the diversity of cultures within our community as well as to encourage students to develop a global view of culture. Teachers are content conscious when choosing literature for students to read or to put in classroom and school libraries. Teachers carefully review in advance content that depicts or sanctions violence, disrespect or inequalities among people, genders, ethnic or racial groups and sometimes reject texts for these reasons. Or, teachers may decide to use a provocative text as a teaching tool to encourage students to thoughtfully consider and clarify values or to focus on creating the kind of world that would not harbor violence. Friends' values encourage a climate of respect for each child's developing voice. Paula Lawrence Wehmiller, former principal of the lower school at Wilmington Friends School, writes: "Here at a Friends school, there is a place for the expression of the spirit. It is available to teachers and to children to cope with the unexplained, the mysterious, the larger forces at work in our lives (from "The Miracle of the Bread Dough Rising")." Finally, at the Friends School of Atlanta, teachers frequently model for students how to honor other students' work and ideas, in accordance with Friends values of integrity and equality. Listening respectfully, offering comments in a positive way and not comparing work with another student are all strategies that we commonly use in our classrooms to honor each person's thoughts, feeling and work.

## KEY CONTENT THEMES

The mission of the language arts program is for children to become confident and capable communicators through effective writing, reading, listening and speaking. We fulfill this mission by building on students' talents, interests and experiences and providing opportunities for mastery of basic skills. We honor each child by individualizing expectations through differentiation of instruction and assessment, by incorporating high interest, culturally diverse literature and by recognizing a variety of communication styles. We aspire to instill in each learner a love of language that sustains a lifelong process of learning. The Friends School of Atlanta approaches a language arts curriculum through a balanced language program that includes phonics instruction and rich language experiences. Developmentally appropriate instruction forms the core of the program. Skill-based activities and opportunities for dramatics and public speaking are provided to help students develop excellence in writing, reading, listening and speaking. The entire school strives to be

# Third Grade Curriculum Guide

a print-rich environment, with labels, posters and teacher- and child-made writings decorating the walls and class libraries. The Common Core State Standards for English language arts and literacy in history/social studies, science and technical subjects inform our practice.

## LEARNING OBJECTIVES

The traditional skills of reading, listening, speaking and language arts (writing, spelling, grammar and handwriting) are taught in a developmentally appropriate manner to meet the varying levels of ability in each class. In the course of a day, students are involved in reading and language-based activities for as much as three hours, with specific instruction ranging from an hour to an hour and a half.

### Reading

Friends School of Atlanta has adopted the “Reading Workshop” approach for teaching reading, authored by Lucy Calkins. We teach beginning readers decoding, phonics and sight words. Emergent readers also learn other strategies, such as context, syntax and picture clues, to decipher unknown words. Fluency in reading is a developing reading skill beginning in the early years. A typical reading period begins with a mini-lesson that introduces a specific skill or strategy followed by a period of independent or paired reading time. For example, the teacher may choose a comprehension strategy to explain and ask students to practice this in their independent or paired reading time. At the end of the period, students gather back in the whole group to share examples of the strategy they used that day in reading. Teachers may use literature groups to allow students to share comprehension skills, new ideas, new vocabulary and elements of style.

Students will:

- Develop a love of reading and books
- Read every day at school
- Cultivate a knowledge and enjoyment of many types of literature: fiction, nonfiction, poetry, essays, biography, folk tales, legends, myths, mysteries and plays
- Become proficient readers
- Develop comprehension abilities and critical and analytical skills to learn to read for information

# Third Grade Curriculum Guide

## Speaking

Effective speaking techniques are brought into the curriculum through opportunities to develop conversation, poetry reading, dramatic activities and public speaking. Students view the classroom as a place to share and collaborate, generating many opportunities for verbal interaction. Students learn how to be responsive listeners and speakers. Clarity of speech and focus of thought are emphasized. Dramatic or thematic celebrations provide a more public venue for showcasing verbal expression skills and students take pride in their accomplishments before an audience of other classes and/or parents. Some classrooms begin the day with singing, which develops a child's ear for musical language as well as the speaking qualities of rhythm, inflection, volume, articulation and pacing. Oral reports about books and projects allow students to practice proper body language and eye contact when addressing a group. Tone of voice, volume, pacing and inflection are speaking skills taught at various points in the elementary program, with a view toward truthful and kind communication.

Students will:

- Use speech to vocalize needs and communicate effectively and appropriately in different situations
- Learn oral language skills, including articulation, inflection, volume and tone of voice
- Express ideas, thoughts and opinions in discussions
- Be provided opportunities for experiential learning through a range of expressive roles: retelling stories, reciting poetry, role-playing, group and individual oral reading, dramatics, oral presentations and public speaking

## Listening

Throughout the day, students are actively learning about the power of language. Listening to others' opinions and learning to comprehend oral material are accomplished through group discussion and written reflection. Sequence of events; details about setting, plot and characters; and point of view are elicited by asking students to recall and retell what they have heard or read. Cooperative work in small and large groups encourages listening to and negotiating or accepting another point of view as students find ways to move ahead with their projects.

Students will:

- Use active listening skills with peers and adults in small and large group settings
- Use listening activities to develop an appreciation for point of view, perspective, oral literature and shared writing
- Use listening to follow directions and to develop attention span

# Third Grade Curriculum Guide

## Language Arts, Writing, Spelling, and Handwriting

The Kindergarten through fourth grades unify the teaching of grammar, usage and mechanics with the Houghton Mifflin *English* series. The content spirals from one grade level to the next, with new information expanding on previously learned material. Writing is a regular part of all curricular areas to encourage students to consider themselves writers and authors. Writing activities include writing down one's thoughts and feelings in a journal; writing to record information about a unit of study, story or activity in which students participated; and research-based writing. Writing is a fluid, inventive process. Students developing writing skills rarely move from one discrete stage of the process to another and often do not go through each stage with every piece of writing. The Friends School of Atlanta uses what is known among educators as the process-writing approach with four stages: pre-writing, drafting, revision and editing/proofreading. Spelling is an integral part of writing and language arts. Our youngest children begin writing creatively using inventive or temporary spellings to facilitate fluency. Temporary spellings allow children to write down the sounds of the words they don't know without losing track of their thoughts. Beginning in first grade, students are introduced to conventional spelling rules and word patterns along a developmental continuum from vowel sounds to classical roots and affixes. We teach handwriting (Pre-K through fourth) with the *Handwriting Without Tears* © curriculum.

Students will:

- Think of themselves as writers and authors
- Use a process approach when writing and publishing
- Use grammatical constructions and spelling rules through interest-based and skill-focused writing
- Feel a sense of ownership and authorship through a "real-world" product (i.e. individual or group publication)
- Practice writing on selected topics after researching (reading for information)

## SKILLS

### Reading

Students will:

#### Reading Foundational Skills

#### Phonics and Word Recognition

- Know and apply grade-level phonics and word analysis skills in decoding words
  - Recognize and read grade appropriate irregularly spelled words



# Third Grade Curriculum Guide

- Identify and know the meaning of most common prefixes and derivational suffixes
- Decode words with common Latin suffixes
- Decode multi-syllable words

## Fluency

- Read with sufficient accuracy and fluency to support comprehension
  - Read on-level text with purpose and understanding
  - Read on-level text orally with accuracy, appropriate rate and expression on successive readings
  - Use context and/or pictures to confirm or self-correct word recognition and understanding, rereading as necessary
  - Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings

## Comprehension for Literature

### Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences in it; cite specific textual evidence when writing or speaking to support conclusions drawn from text
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting ideas and details
  - Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, moral or lesson and explain how it is conveyed through key details in the text (developing)
- Analyze how and why individuals, events and ideas develop over the course of a text
  - Describe characters in a story (e.g., traits, motivations or feelings), explaining how their actions contribute to the sequence of events

### Craft and Structure

# Third Grade Curriculum Guide

- Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone
  - Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language
- Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole
  - Refer to parts of stories, dramas and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections
- Assess how point of view or purpose shapes the content and style of a text
  - Distinguish their own point of view from that of the author of the text, the narrator of the story or those of the characters (developing)

## Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words
  - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
  - Compare and contrast the themes, settings and plots of stories written by the same author about the same or similar character (e.g., in books from a series) (developing)

## Range of Reading and Level of Text complexity

- Read and comprehend complex literary and informational texts independently and proficiently
  - By the end of the year, read and comprehend literature, including stories, poetry and drama in the grade 2-3 text complexity band proficiently, with scaffolding as needed in the high end of the range

# Third Grade Curriculum Guide

## Comprehension for Informational Text

### Key Ideas and Details

- Read closely to determine what the text says explicitly and to make logical inferences in it; cite specific textual evidence when writing or speaking to support conclusions drawn from text
  - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting ideas and details
  - Determine the main idea of a text; recount the key details and explain how they support the main idea
- Analyze how and why individuals, events and ideas develop over the course of a text
  - Describe the relationship between a series of historical events, scientific ideas or concepts or steps in technical procedures in a text, using language that pertains to time, sequence or cause/effect (developing)

### Craft and Structure

- Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone
  - Determine the meaning of general academic and domain-specific words and phrases in a text relevant to grade level specific topic or subject area
- Analyze the structure of texts, including how specific sentences, paragraphs and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole
  - Use text features and search tools (e.g., key words, sidebars) to locate information related to a given topic efficiently (developing)
- Assess how point of view or purpose shapes the content and style of a text

# Third Grade Curriculum Guide

- Distinguish their own point of view from that of the author of the text, the narrator of the story or those of the characters (developing)

## Integration of Knowledge and Ideas

- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
  - Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occurred)
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence
- Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take
- Compare and contrast the most important points and key details presented by two texts on the same topic

## Range of Reading and Level of Text complexity

- Read and comprehend complex literary and informational texts independently and proficiently
- By the end of the year, read and comprehend informational texts, including history/social studies, science and technical texts in the grade 2-3 text complexity band, with scaffolding as needed in the high end of the range

## Language Arts

Students will:

### Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking

## Third Grade Curriculum Guide

- Use frequently occurring nouns and verbs
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how)
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with)
- Produce and expand complete sentences in shared language activities
- Print all upper- and lower-case letters
- Use common, proper and possessive nouns
- Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop)
- Use personal, possessive and indefinite pronouns (e.g., I, me, my, they, them, their, anyone, everything)
- Use verbs to convey a sense of past, present and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home)
- Use frequently occurring adjectives
- Use frequently occurring conjunctions (e.g., and, but, or, so, because)
- Use determiners (e.g., articles, demonstratives)
- Use frequently occurring prepositions (e.g., during, beyond, toward)
- Produce and expand complete simple and compound declarative, interrogative, imperative and exclamatory sentences in response to prompts
- Use collective nouns (e.g., group)
- Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish)
- Use reflexive pronouns (e.g., myself, ourselves)
- Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told)

# Third Grade Curriculum Guide

- Use adjectives and adverbs and choose between them depending on what is to be modified
- Produce, expand and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy)
- Explain the function of nouns, pronouns, verbs, adjectives and adverbs in general and their functions in particular sentences
- Form and use regular and irregular plural nouns
- Use abstract nouns (e.g., childhood)
- Form and use regular and irregular verbs
- Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses
- Ensure subject-verb and pronoun-antecedent agreement<sup>1</sup>
- Form and use comparative and superlative adjectives and adverbs and choose between them depending on what is to be modified
- Use coordinating and subordinating conjunctions
- Produce simple, compound and complex sentences
- Demonstrate command of the conventions of Standard English capitalization, punctuation and spelling when writing
  - Capitalize the first word in a sentence and the pronoun I
  - Recognize and name end punctuation
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes)
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships

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<sup>1</sup> Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (\*).

# Third Grade Curriculum Guide

- Capitalize dates and names of people
- Use end punctuation for sentences
- Use commas in dates and to separate single words in a series
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions
- Capitalize holidays, product names and geographic names
- Use commas in greetings and closings of letters
- Use an apostrophe to form contractions and frequently occurring possessives
- Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings
- Capitalize appropriate words in titles
- Use commas in addresses
- Use commas and quotation marks in dialogue
- Form and use possessives
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words

## Knowledge of Language

# Third Grade Curriculum Guide

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening
  - Compare formal and informal uses of English
  - Choose words and phrases for effect\*
  - Recognize and observe differences between the conventions of spoken and written Standard English

## Vocabulary Acquisition and Use

- Appropriate to grade level, determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts and consulting general and specialized reference materials, as appropriate
  - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck)
  - Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word
  - Use sentence-level context as a clue to the meaning of a word or phrase
  - Use frequently occurring affixes as a clue to the meaning of a word
  - Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)
  - Use sentence-level context as a clue to the meaning of a word or phrase
  - Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)
  - Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion)
  - Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases (digital dictionaries not used until 4<sup>th</sup> grade)
- Demonstrate understanding of word relationships and nuances in word meanings
  - Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy)



# Third Grade Curriculum Guide

- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)
- Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps)
- Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful)
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered)
- Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
  - Acquire and use accurately grade-appropriate conversational, general academic and domain -specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them)

## Writing

Students will:

**Text Types and Purposes – These broad types of writing include many subgenres**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence
  - Write opinion pieces on topics or texts, supporting a point of view with reasons
    - Introduce a topic or text they are writing about, state an opinion and create an organizational structure that lists reasons
    - Provide reasons that support the opinion
    - Use linking words and phrases (e.g., therefore, because, since, for example) to connect the opinion and reasons
    - Provide a concluding statement or section

# Third Grade Curriculum Guide

- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through effective selection, organization and analysis of content
  - Write informative/explanatory texts to examine a topic and convey ideas and information clearly
    - Introduce a topic and group related information together; include illustrations when useful to aiding comprehension
    - Develop the topic with facts, definitions and details
    - Use linking words and phrases (e.g., also, another, and, or, but) to connect ideas within categories of information
    - Provide a concluding statement or section
- Write narratives to develop real or imagined experiences using effective technique, well-chosen details, and well-structured event sequences
  - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences
    - Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally
    - Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations
    - Use temporal words and phrases to signal event order
    - Provide a sense of closure

## Production and Distribution of Writing

- Produce clear and coherent writing in which the development organization and style are appropriate to task, purpose and audience. (With guidance and support - WGS)<sup>2</sup>
- Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach

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<sup>2</sup> Grade specific expectations for writing types are defined in the first three standards (marked with a black dot).

# Third Grade Curriculum Guide

- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing (Editing for conventions should demonstrate command of language standards in previous grades and up to and including grade 3 or grade 4 as appropriate.)

## Research to Build and Present Knowledge

- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation
  - Conduct short research projects that build knowledge about a product
  - Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information while avoiding plagiarism
  - Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

## Range of Writing

- Write routinely over extended time frames (time for research, reflection and revisions) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences

## Speaking and Listening

Students will:

### Comprehension and Collaboration

- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively
  - Engage effectively in a range of collaborative discussions (one-on-one, in groups, teacher-led) with diverse partners about grade 3 topics and texts, building on others' ideas and expressing their own clearly
    - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion

# Third Grade Curriculum Guide

- Follow agreed-upon rules for discussions (e.g., gathering the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion)
- Ask questions to check understanding of the information presented, stay on topic and link their comments to the remarks of others
- Explain their own ideas and understanding in light of the discussion
- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally
  - Determine the main ideas and supporting details of text read aloud or information presented in diverse media and formats including visually, quantitatively and orally
- Evaluate a speaker’s point of view, reasoning and use of evidence and rhetoric.
  - Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

## Presentation of Knowledge and Ideas

- Present information, findings and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience
  - Report on a topic or text, tell a story or recount an experience with appropriate facts and relevant, descriptive details speaking clearly at an understandable pace
- Make strategic use of digital media and visual displays of data to express information and enhance understandings of presentations
  - Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details (Developing)
- Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate
  - Speak in complete sentences when appropriate to task and situation in order to provide requested detail and clarification, when developmentally appropriate (See grade 3 Language standards 1-3 for specific expectations)

# Third Grade Curriculum Guide

## MATHEMATICS

### Introduction

*Everyday Mathematics* curriculum developed by the University of Chicago (published by Wright Group/McGraw Hill) is used in the elementary from pre-Kindergarten through Grade 4. It is research-based and extensively field-tested. Information about the research can be found on the program's website ([everydaymath.uchicago.edu](http://everydaymath.uchicago.edu)). The curriculum is developmental and emphasizes real-world problem-solving and complex topics at all grade levels. The curriculum is taught through six strands: Number and Numeration, Operations and Computation, Data and Chance, Measurement, Geometry and Patterns.

This program is in its fourth edition (2011-12) and follows standards developed by the National Council of Teachers of Mathematics (NCTM). Some of the characteristics of this program we find compelling are its developmental nature, its spiraling curriculum, its emphasis on the language of math and its provision for many kinds of activities to meet students' varied learning styles, all characteristics that dovetail with the school's mission.

### Process

The aim of mathematics at the elementary level is to give shape and form to the intuitive mathematics knowledge that each student brings to school. Instruction builds on prior knowledge and every day experiences. Investigations in what might be considered advanced topics – geometry, data and statistics, algebra – begin in kindergarten and increase in complexity throughout the grades. Whole group instruction is balanced with small group activities and independent work time. Models, manipulatives and tools help scaffold a child's learning through each concept. At the elementary level each class devotes between 3 1/2 and 4 hours per week to math activities including instruction, independent work time, morning meeting or calendar activities, creative play and other academic units, as well as mental math and math games.

In the third grade, students are engaged daily for 40 minutes in math instruction, practice and application. Students learn independently, with a partner and in small groups. Each student works through a math journal based upon the lesson for the day. Journal work also includes review of skills and concepts presented in prior lessons.

Students are also given the opportunity to strengthen math skills and concepts through enrichment activities and challenges. The teacher provides an optional weekly packet of materials for students to complete for homework. Parents can opt out of this extra packet if they feel that this work is more than their child is ready for. In addition, the teacher provides challenge or review activities for students who may need more challenge or practice than the daily lesson provides. Students are also able to visit the media lab several times per month with their teacher to reinforce basic computational skills on the computer.

# Third Grade Curriculum Guide

## TEXT SELECTION

*Everyday Mathematics, Grade 3*, from The University of Chicago

## LEARNING OBJECTIVES

Our goals for all students are:

- to value mathematics
- to communicate mathematically
- to reason mathematically
- to be confident in their ability to become mathematical problem solvers

Knowledge and understanding of the basic operations is as important as pattern recognition, computational ability and problem solving. *Everyday Mathematics* curriculum reinforces these by cycling through many mathematical strands sequentially. After teachers introduce a new concept or skill, students have many opportunities to practice it in a variety of contexts and using different strategies or algorithms before mastery is expected, sometime later that year or in the next. Partner and small group learning activities encourage students to share their thinking and ideas with their peers in a cooperative learning environment. Use of manipulative materials for the youngest students allow for experiential learning. Calculator usage is taught beginning in first grade, and use of calculators adheres to guidelines set by the text and national math standards. In addition, FSA sets a goal for students to memorize math facts at age appropriate levels to increase their calculation speed and accuracy.

We challenge mathematically adept students and provide alternate strategies or remedial work for students with special needs. Teachers regularly provide challenge or review activities during math instructional time by extending or reinforcing the lesson, providing extra materials or activities and sending work home in addition to regular assignments. Within the *Everyday Mathematics* program are several components that provide teachers and students with many options for challenge or reinforcement. First, many of the problems are open-ended, which means that more than one right answer is possible, and students of differing abilities can be successful at their own level of understanding. Also, most of the lessons have challenge problems for advanced thinkers. Second, the program encourages students to try out multiple strategies for solving problems, a definite challenge. The skill of looking for and finding many ways to solve the same problem is useful later on for advanced work in math and in science. Students who feel more comfortable with familiar strategies have that option, too. Third, pattern recognition and use is very important in this program for speeding up the process of computation. Finally, every workbook page emphasizes variety instead of a lot of similar problems, as in some other programs. This technique allows for quick review and repetition over time and keeps problem solving from becoming tedious, yet challenges the learner to think about a variety of math ideas.

Math homework is a regular part of this curriculum and, in fact, in the early school years may be the only daily homework (besides independent reading). Often an assignment in the early grades asks students to engage in a particular math activity with a member(s) of the family to promote follow up, provide

# Third Grade Curriculum Guide

enrichment or involve parents in the child's education. This type of activity helps students put math ideas into words. Research shows that students who can talk "mathematics" have a better grasp of concepts and perform at higher levels than students who are not encouraged to talk about math. It is beneficial for parents to spend time listening to and working with their student on math homework. Students sometimes bring home "math boxes" as homework, pages of recently learned skills for practice. If your child has difficulty in performing the necessary operations, please write a note to the teacher explaining the difficulty so follow-up and review can happen in the classroom.

## SKILLS

### Numbers and Numeration

Students will:

#### Rote counting

- Count by 25s
- Count back past zero
- Count by tenths

#### Place Value and Notation

- Read and write 7-digit numbers
- Display and read numbers on a calculator
- Explore place value using a number grid
- Identify place value in 4-digit numbers and larger numbers
- Use dollars-and-cents notation
- Use calculator to count/compute money amounts
- Read and write 1-, 2- and 3-digit decimals
- Read and write decimals beyond thousandths
- Identify place value through thousandths
- Make exchanges among place values
- Count by tenths and hundredths

#### Meanings and Uses of Fractions

- Construct concrete models of fractions and equivalent fractions
- Identify fractions on a number line
- Identify numerator and denominator and fractional parts of a set
- Find a fraction of a number
- Shade and identify fractional parts of a region or set

# Third Grade Curriculum Guide

- Identify and name mixed numbers
- Write fraction words
- Use fractions in number stories

## Number Theory

- Explore or identify even and odd numbers

## Equivalent Names for Whole Numbers

- Find equivalent names for numbers

## Equivalent Names for Fractions, Decimals and Percents

- Find equivalent fractions
- Convert between whole numbers and fractions

## Comparing and Ordering Numbers

- Compare and order 5-digit numbers
- Find equivalent names for numbers
- Compare and order fractions using manipulatives
- Compare fractions less than one
- Compare and order decimals

## Operations and Computation

Students will:

### Addition and Subtraction Facts

- Practice basic facts; know +/- fact families

### Addition and Subtraction Procedures

- Use addition/subtraction algorithms
- Add/subtract using a calculator
- Solve addition/subtraction number stories
- Add/subtract 3- and 4-digit whole numbers
- Use estimation or algorithms to add/subtract money amounts/decimals; make change
- Solve money number stories

### Multiplication/Division Facts

- Practice multiplication/division facts (new)
- Find complements for multiples of ten



# Third Grade Curriculum Guide

- Recognize and know square products (new)

## Multiplication/Division Procedures

- Use manipulatives, drawings/arrays, number sentences, repeated addition or story problems to explain or demonstrate the meaning of multiplication
- Make up and/or solve multi-step multiplication/division number stories
- Multiply/divide using a number line or number grid
- Explore square numbers
- Interpret a remainder in division number stories
- Make difference and ratio comparisons
- Use mental arithmetic to multiply/divide
- Multiply/divide multiples of 10, 100 and 1,000
- Multiply multi-digit numbers by 1- or 2-digit numbers
- Multiply/divide money amounts
- Identify factors of a number

## Procedures for Addition and Subtraction of Fractions

- Add/subtract positive and negative numbers, fractions and decimals

## Computational Estimation

- Use estimation strategies to add, subtract and make ballpark estimates
- Use estimation to multiply/divide
- Estimate costs

## Models for Operation

- Solve change-to-more and change-to-less number stories/diagrams
- Solve part-and-total number stories
- Solve comparison number stories/diagrams
- Solve missing factor number models
- Solve equal-grouping and equal-sharing division problems

## Data Collection and Chance

Students will:

## Data Collection and Representation

- Collect data by counting, interviewing, map, survey, table, chart

# Third Grade Curriculum Guide

- Create/interpret a bar graph, pictograph, Venn diagram or line plot

## Data Analysis

- Read data tables, maps, and graphs using scale drawings
- Find the minimum, median, mode and range
- Interpret, make predictions and compare data
- Use data in problem solving

## Qualitative and Quantitative Probability

- Explore and classify equal chance events
- Predict outcomes; solve problems involving chance outcomes
- Conduct experiments, test predictions using concrete objects
- Understand probability and explore random sampling

## Measurement and Reference Frames

Students will:

### Length, Weight and Angles

- Estimate, compare and order lengths/heights of objects with standard and nonstandard units
- Measure to the nearest  $\frac{1}{8}$  inch to whole inch
- Measure to the nearest yard
- Measure to the nearest deci-, centi- or millimeter
- Estimate and compare distances
- Solve length/height/distance number stories
- Estimate, compare and order weights; name tools used to measure weight
- Choose and utilize appropriate scales
- Solve weight number stories
- Measure angles with nonstandard units
- Draw angles to record rotations

### Area, Perimeter, Volume and Capacity

- Find the perimeter of regular shapes concretely, graphically or with models
- Find the perimeter of regular and irregular shapes
- Estimate and compare area and perimeter
- Estimate volume/capacity

# Third Grade Curriculum Guide

- Order objects by volume
- Measure diameter and circumference

## Units and Systems of Measurement

- Investigate minute intervals and the duration of an hour
- Identify customary and metric units of weight and capacity
- Identify equivalent customary/metric units of weight and capacity

## Money

- Calculate the value of coins/bills
- Identify equivalencies and make coin/bill exchanges

## Temperature

- Use a thermometer
- Use the Fahrenheit and Celsius temperature scales
- Solve temperature number stories

## Time

- Tell time on the hour, half-hour, quarter-hour
- Tell time to the nearest five minutes
- Read time in different ways and identify equivalencies
- Solve time number stories

## Coordinate Systems

- Find and name locations and simple relationships on a coordinate system

## Geometry

Students will:

### Lines and Angles

- Identify, name and draw line segments
- Identify, name and draw rays and lines
- Identify and draw parallel, nonparallel and intersecting line segments
- Measure angles with degree units
- Solve degree problems

### Plane and Solid Figures

- Explore shapes, open and closed figures, 2-dimensional shapes and polygons
- Combine shapes and take them apart to form other shapes

# Third Grade Curriculum Guide

- Identify or draw congruent shapes
- Construct 3-dimensional shapes
- Identify the number of faces, edges, vertices and bases of prisms and pyramids
- Identify/compare 3-dimensional shapes; sort shapes and/or describe attributes of each group

## Transformations and Symmetry

- Identify symmetrical figures or symmetry in the environment
- Fold and cut symmetrical figures
- Identify lines of symmetry
- Model clockwise and counterclockwise turns and rotations

## Spatial

- Recognize that quantity stays the same when the spatial arrangement changes
- Identify structures from different views or match views of the same structures portrayed from different perspectives (new)

## Patterns, Functions, and Algebra

Students will:

### Patterns and Functions

- Explore and extend visual patterns
- Find patterns and common attributes in objects/people in the real world
- Identify, use patterns, add and subtract on a number grid
- Solve “What’s My Rule?” (function machine) problems
- Solve frames-and-arrows problems with one or two rules
- Find patterns in multiplication and division facts
- Explore patterns in doubling or halving numbers
- Find patterns in multiples of 10, 100, 1,000
- Investigate square numbers
- Identify and use number patterns in data to solve problems

### Algebraic Notation and Solving Number Sentences

- Use symbols for addition, subtraction, multiplication and division
- Write/solve addition and subtraction number stories
- Write/solve multiplication and division number sentences

# Third Grade Curriculum Guide

- Write/solve division number sentences
- Write/solve number sentences with missing factors; know that symbols can be used to represent missing or unknown quantities

## Order of Operations

- Solve/create number sentences containing parentheses
- Add/subtract 2-digit numbers in number sentences containing parentheses

## Properties of Arithmetic Operations

- Investigate properties of addition/subtraction
- Investigate properties of multiplication/division
- Explore number properties (commutative, zero and identity)

## SCIENCE

At the heart of the science curriculum at The Friends School of Atlanta is the belief that Science learning is an active process guided by students' natural curiosity about the world. Our aim is to encourage inquiry through experiential activities and discussion, while also teaching a body of knowledge within a non-competitive developmental program that addresses the whole person and is sensitive to diverse learning styles and interests. In addition to regularly scheduled science classes, students have the opportunity to participate in the whole school annual Science Fair. In keeping with our non-competitive emphasis, the fair is a community building event and student projects can be individual or family affairs. Projects are not judged or awarded prizes, but rather each is reviewed and students all receive a written evaluation and a participatory ribbon.

From Pre-Kindergarten through 8th grade, the science program addresses three broad areas, life sciences, earth sciences and physical sciences, integrating them as necessitated by the curriculum. Within this framework, the scientific process guides the direction of our activities: observing, recording information, predicting outcomes, forming hypotheses, experimenting and analyzing and summarizing findings. Scientific studies are naturally woven into other curricular areas through reading, writing, researching, recording, measuring, graphing, explaining and portraying results, comparing, contrasting and analyzing. In keeping with the Quaker testimonies of simplicity, peace, integrity, community, equality and stewardship, students explore the effects of their actions as individuals, families and communities on their immediate environment and the world. FSA encourages students to be mindful of the power of one to bring about change in light of scientific facts.

FSA follows the endorsement of teaching evolutionary science by the National Science Teachers Association (NSTA). Their position statement can be found at the following address: <http://www.nsta.org/about/positions/evolution.aspx>.

# Third Grade Curriculum Guide

## Elementary Science Program

Elementary classrooms encourage daily interest in experiential science through terrariums, aquariums, classroom pets and activities such as weather observations and measurements, recycling and composting. Weekly, monthly and seasonal activities include cooking, nature walks, bird and tree observation, creek or pond studies and planning, planting and caring for classroom and school gardens. Through unit topics and integrated studies, science is part of both academic and routine parts of the day. For instance, during Morning Meeting routines in the youngest classes, students observe and chart the weather and make predictions about the rest of the day; in older classes students pay attention to the season and significant changes, such as length of day and night and changing clock time. They also learn seasonal vocabulary—for instance, *equinox*, *solstice* or synonyms for *cold*.

Science is regularly integrated into language arts and reading. Whether during read-aloud or independent reading, books related to the science unit are incorporated into the day and into student’s book bags and bins. After students have participated in unit work, perhaps observing and drawing plants in the garden or noticing all the patterns of a pumpkin, teachers ask students to write about the experience—4 and 5 year olds will write one sentence with teacher help and older students may write a paragraph or two. Friends’ educational practice calls for experiential learning to offer students the opportunity to form their own questions, investigate through projects and experiments, compare and contrast and come to their own solutions. Throughout the elementary school, an observer will notice writing and drawings about science projects as well as experiments in progress. During science class, students share their curiosity, their discoveries and their wonder.

## SCIENCE CURRICULUM FOR THIRD GRADE: KEY CONTENT THEMES

### Introduction

Science in the third and fourth grades is a way of knowing and a process for gaining knowledge and understanding of the natural world. Both third and fourth grade students learn the importance of using information, analyzing data and validating experimental results. Students observe, question, formulate and test hypotheses, make predictions, gather and analyze data, report and evaluate findings. The students, as scientists, have hands-on, active experiences throughout the instruction of the science curriculum individually, collectively and as a group.

### Process

Science instruction occurs once a week, both in and outside the classroom, with the science teacher facilitating the students’ investigations through hands-on experiences. Some years students and teachers design and construct habitats for live animals within the classroom, when student allergies allow the presence of animals. Throughout the year they observe and learn to care for the animals. The importance of natural resources in Georgia is emphasized during on-site field studies or investigative field trips. Tools help student scientists make better observations and measurements and provide equipment for investigations. Defining variables in experimentation and making simple predictions are emphasized. Questioning and hypothesizing become more detailed at this level. The notion of living systems is further explored in aquatic food chains and diversity in environments. Patterns in the natural world are demonstrated in terms of the phases of the moon, tides, seasonal changes and the water cycle.

# Third Grade Curriculum Guide

## LEARNING OBJECTIVES

Students will:

### Habits of Mind

- Keep records of investigations and observations
- Offer reasons for findings and consider reasons suggested by others
- Demonstrate safety measures and safe usage of science equipment
- Analyze whole number data
- Use tools for observing and measuring
- Make sketches, graphs and diagrams to aid in explaining observations
- Use numerical data to compare objects and events
- Support reasoning and observations with facts found in books, articles and databases

### Nature of Science

- Understand important features of the scientific process
- Observe, collect specimens and data and do experiments
- Communicate to inform others about their work
- Stay informed about scientific discoveries around the world
- Use technology to observe, measure and compare
- Understand that science engages men and women of all ages and backgrounds
- Know that some science is very old, but still applicable today

## SKILLS

Students will:

### Scientific Method

# Third Grade Curriculum Guide

- Ask questions about something that is observed, such as an object, something in nature or concept under investigation (e.g., “I wonder why seeds grow?”)
- Keep a science log for the questions, hypothesis and observations
- Do initial research with books, the library or the internet to answer questions
- Learn and practice the steps in experimental design: formulate a hypothesis, guess or prediction about your question and what might happen when a condition changes for the object or concept under investigation; state the hypothesis in a way that can be measured (e.g., “I think seeds need water and light.”)
- With teacher guidance, set up an experiment to test the questions and hypothesis
- Observe and talk about the changes, using all of the senses
- Use tools to measure the change (e.g., rulers, pan balances, thermometers, magnifiers, microscopes and non-standard units of measurement)
- With teacher guidance, analyze the data and make statements and draw conclusions about the results of the experiment; write the results/statements/conclusion in a science log
- With parental help, participate in the annual Science Fair (optional)

## Earth Science: Rocks, Minerals, Fossils

Students will:

- Develop an interest in Earth materials
- Investigate rocks and minerals and explain their differences and similarities
- Understand the process of taking apart and putting together to find out about materials
- Use measuring tools to gather data about rocks
- Collect and organize data about rocks
- Observe, describe and record properties of minerals
- Organize minerals on the basis of the property of hardness
- Use evaporation to investigate rock composition
- Learn the rocks are composed of minerals and minerals cannot be physically separated into other materials
- Acquire vocabulary used in earth science
- Compare their activities to the work of a geologist
- Investigate fossils as evidence of the past and describe how the fossil was formed in speaking and writing

## Physical Science: Mixtures and Solutions

Students will:



# Third Grade Curriculum Guide

- Develop an interest in mixtures and solutions
- Investigate mixtures and solutions through activities and describe the differences in speaking and writing
- Plan and carry out a variety of experiments to further knowledge of mixtures and solutions
- Acquire vocabulary used to describe mixtures and solutions
- Observe, describe and record properties of mixtures and solutions
- Differentiate between solutions and suspensions
- Conduct experiments to investigate the processes involved with mixtures and solutions

## Life Science: Water and Water Biomes/Gardening

Students will:

- Investigate different aquatic organisms and their habitats and the dependence of organisms on their habitats
- Differentiate between the states of water, and their relationship to the water cycle, and weather in speaking and writing
- Explore the concepts associated with watersheds
- Investigate water purification and conservation
- Recognize the effects of pollution and humans on the environment
- Explain the effects of pollution on the habitats of plants and animals
- Identify ways to protect the environment including conserving resources and recycling
- Describe the roles of organisms and the flow of energy within an aquatic ecosystem
- Identify roles of producer, consumer and decomposer and identify how changes occur in the ecosystem of aquatic organisms
- Identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation, torpor) and external features (camouflage and protection)
- Differentiate among water habitats (marsh/swamp, river, ocean) and the organisms that live there
- Plan a garden for fall and spring, using information from reliable sources such as the Georgia Extension Service
- Set up experiments to test what plants need to live and what happens if they don't get what they need
- Keep observational logs with drawings, charts, data, pictographs, reflections and more
- Measure spaces needed for plants in the garden and learn about what plants can share space
- Compost weeds, lunch scraps and other materials and use compost for gardens
- Harvest edible plants and prepare for eating and use grown foods in recipes
- Reflect on gardening experiences through creative writing
- Plan service learning as appropriate in the unit

# Third Grade Curriculum Guide

## SOCIAL STUDIES

The social studies program at FSA is designed to balance an introduction to academic content and develop specific skills, all undertaken through the lens of our mission as a Quaker school. Over the course of the program, students investigate themes related to geography, history, cultural studies and anthropology, government and civics, religion, economics and resources, as well as current events. At FSA we have designed our program to prioritize learning how to engage in social science inquiry in the belief that students can study any area successfully so long as they have internalized the tools, processes and methods of the discipline. Students will study American history and world history again in high school, so our goal is not comprehensive coverage of these areas. Instead, our classes provide strategically-defined explorations of content areas that cast into relief the *processes* of social studies and the *role* of the social scientist in performing these processes.

Students certainly learn important and time-honored concepts that are critical to becoming intelligent and thoughtful participants in community and world affairs. But they engage the content while mastering tools that can be carried into a wide variety of future courses and projects along with developing the confidence and self-awareness that will allow them effective use of those tools.

Studies of history and culture provide numerous opportunities for students to explore how human decision making has sought to institute these values or has instead pursued outcomes that undermine these values. The testimony of integrity requires that we also confront the ways in which decision makers may believe they seek an outcome, for example, the equitable distribution of resources, while choosing actions that actually undermine that outcome, whether through self-deception or the limitations of human understanding. Yet, what might tend toward a relentless gaze into human frailty and misdirection is redeemed by the Quakers' continual search for that of goodness or God in every individual and therefore in every decision maker.

### Elementary Social Studies Program

Our aim in elementary social studies is to encourage, nurture and foster students' knowledge of the physical and social world, both past and present, by developing an awareness of how people in many communities and cultures interact with their environment, how they live and what they believe. We also seek to look at the social sciences through the lens of the distinctive experience and perspective of Friends' principles: peace, equality, integrity, community, stewardship and simplicity.

# Third Grade Curriculum Guide

Teachers use a project-based approach with topics that follow developmentally appropriate practice, as well as teacher and student interests. Resources available for social studies include kits, videos, curriculum materials, resource books in the library, the Web and other software in the media lab. Teachers are also guided by Georgia performance standards in choosing units of study. The elementary topics dovetail with the middle school topics in history and geography. In the life of the school, social studies is explicitly taught during specific time periods weekly, and it figures prominently in the implicit curriculum – through routines and classroom management practices, through teacher and student language, through modeled expectations and most of all through Quaker values, such as equality/respect, community-building and peace/conflict resolution. We follow a “social curriculum,” the Responsive Classroom program (Northeast Foundation for Children), which emphasizes cooperative, responsible and compassionate class culture allowing all students to begin on the same page every day, ready to learn. Teachers take week-long workshops to learn how to create equitable classrooms so that knowledge about use of materials, teacher expectations and academic routines and choices are modeled and referenced from the first day of school to the last. These ideas combine well with the values of a Quaker school.

One additional feature of the elementary social studies program is Many Nations’ Day. Each class chooses country, time period and/or culture to study and present to others on a chosen day during the year. Many Nations’ Day studies may include presentations by a guest speaker or parent, offer a chance to taste foods, do activities and games and hear language and music from other cultures.

In sum, social studies is the place in school life when children are learning what it means to be a group member, as well as an individual, and how to express feelings with words in a constructive manner. Social Studies are everywhere!

## SOCIAL STUDIES CURRICULUM FOR THIRD GRADE: KEY CONTENT THEMES

### Introduction

In the first semester of third grade, students will learn about the first Americans. They will learn how the Native Americans came to live in North America and how the different geographic areas influenced the many different native cultures. They will learn to compare and contrast the different environments found in different regions and how Native Americans interacted with the environment to create their own cultures. Students will also learn about Native American folklore, family structures, arts and traditions.

In the second semester, students will compare the government of an ancient civilization (Greek/Egyptian) with that of the United States. Students will learn about the principles of our government, including separation of powers, branches of government and each one’s duties, as well as personal rights, freedoms and responsibilities of citizenship. Students will also learn about “Freedom Fighters” in America; people who helped expand our rights and freedoms.

### Process

# Third Grade Curriculum Guide

The social studies program in the third and fourth grades at FSA introduces students to the disciplines of archaeology, geography, history, sociology, government and economics. We devote approximately 90 minutes per week to the “formal” social studies curriculum, although there are many ways that we integrate our studies into other curricular disciplines, including math, language arts, art and music. As we seek to fulfill our mission statement, we provide challenge in the social studies curriculum through hands-on, project-based learning, as well as through the teaching of basic researching skills. We integrate the Quaker values of truth, simplicity, community, equality and peace in our studies of history as we attempt to empower students to develop critical thinking skills so they will be prepared to go out into the world with conscience, conviction and compassion. Students learn to work both independently and in small groups, research, prepare and present projects to their peers. Students learn to gather information through reading, listening, observing and studying maps and other symbolic sources of information. Students also learn to expand upon their studies by developing questions about what they are learning. Creativity is encouraged as students present new learning throughout the year.

## LEARNING OBJECTIVES

### Habits of Mind

Students will:

- Use both print and non-print references to gather information
- Analyze information presented in graphic forms
- Select and discuss main idea from reading and listening to information
- Distinguish between fact/opinion as well as fiction/non-fiction
- Determine whether information is pertinent to a topic or not

### Problem Solving

Students will:

- Choose appropriate information to include in given study/topic
- Create an hypothesis based on evidence
- Propose solutions to problems
- Identify consequences to possible solutions
- Participate in small group project planning and problem solving

# Third Grade Curriculum Guide

## SKILLS

### Geography

Students will:

- Identify the purpose of a map by studying its title and contents
- Explain the purpose of a map scale and calculate distances
- Identify and describe physical features found on physical maps
- Identify physical regions of the North America
- Identify characteristics of different regions within the United States
- Identify the location of an ancient culture (Greek or Egyptian) on a world map

### History

Students will:

- Identify when, where and why the first peoples migrated to North America
- Explain the impact of environment upon the cultures of various Native American peoples
- Explain the basic aspects of daily life in ancient Greece or Egypt
- Compare and contrast daily life in an ancient European culture with that of an early Native American culture
- Identify and research individuals who helped expand the rights of Americans throughout our history

### Civics

Students will:

- Recognize rights, duties and responsibilities of being a citizen in the United States
- Explain the basic principles of American government
- Distinguish between city, county, state and federal governments
- Compare and contrast the government of an ancient culture (Greek or Egyptian) with that of the United States

# Third Grade Curriculum Guide

## Economics

Students will:

- Recognize the role of economics in decision making
- Recognize that taxes are a way governments collect money to provide services
- Explain how cost and supply influence economic decisions

## Quaker Education

Students will:

- Learn about Quaker history and the testimonies of peace, simplicity, integrity, equality, community and stewardship through stories and discussion
- Learn that the Quaker experience, in which the Spirit can guide individuals and the community, is still relevant today
- Learn about the ways of peace making and conflict resolution in their daily lives at school