

**Half Hollow Hills  
Central School District**



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**Elementary Curriculum Overview  
September 2016  
THIRD GRADE**

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September 2016

Dear Parents:

The Half Hollow Hills School District's mission is to create a learning environment that:

- sets the highest expectations for all students, teachers, and the community
- is motivating, fully engaging, orderly, and safe
- engages all students, teachers, and the community in an active committed effort to help each member use his or her intellectual, social, and physical capacities to achieve personal goals in ways that foster the success of our global society.

This guide provides parents with an overview of the third grade curriculum and the skills the students will acquire in English language arts, mathematics, science, and social studies. Additionally, it will serve as a resource in helping you to understand the total elementary instructional program. While our goals, expectations, and aspirations are the same for all of our students, we recognize that children develop at different rates socially, emotionally, and academically. Our program is supportive and nurturing, and it will also excite, motivate, and challenge all students to achieve.

Education is a collaborative effort between school and the home. I hope this guide will provide parents with resources to become collaborative partners with our school community.

As you are aware, in recent years we have made every effort to provide as much parent information as possible online. This document is now available on our district website.

Sincerely,

Kelly Fallon

*Welcome*

# *English Language Arts*

## **New York State P-12 Common Core Learning Standards for English Language Arts & Literacy**

*Reading Literature and Informational Text*

*Reading Foundational Skills*

*Writing*

*Listening and Speaking*

*Language*

*Literacy skills cross over multiple categories. They are interrelated, and often applied in combination with each other. By the end of the third grade year, students should be able to:*

### **Reading Literature/Informational Text and Foundational Skills**

- Read grade-level stories, drama, poetry, and informational texts, independently and proficiently
- Read routinely across a variety of text types and genres to develop ideas, fluency, stamina, volume of reading, independence, and a love of reading, in school and at home
- Recount stories, determine the central message, lesson or moral and explain how it is conveyed through key details
- Describe characters' traits, motivations, and how their actions contribute to the sequence of events
- Distinguish own point of view from that of the narrator and characters
- Determine the meaning of words and phrases as they are used in a text, distinguish literal from nonliteral
- Use text features and search tools to locate information efficiently
- Ask and answer questions, referring explicitly to the text for evidence
- Compare and contrast the main ideas and key details presented in two texts on the same topic
- Know and apply grade-level phonics and word analysis skills to decode words

### **Language**

- Develop and use grade-level appropriate vocabulary
- Determine or clarify the meanings of words and phrases using a range of strategies and tools
- Use knowledge of standard English grammar, usage, and spelling appropriate to grade four when speaking and listening, writing, and reading

### **Writing**

- Write routinely to respond to reading and to develop ideas, fluency, stamina, volume of writing, independence, and a love of writing, in school and at home
- Approach writing as a process that includes planning, drafting, revising, and editing for final copy
- Write opinion pieces on topics or texts, supporting a point-of-view with reasons.
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences using effective techniques, descriptive details, and clear event sequences
- Conduct short research projects that build knowledge about a topic

### **Speaking and Listening in whole class, small groups and one-to-one conversations**

- Engage effectively in a range of collaborative conversations with different partners on third grade topics and texts
- Come to discussion prepared
- Link comments to what others say; stay on topic, ask questions to check understanding
- Paraphrase sections of a text presented in different formats (print, audio, film)
- Identify reasons and evidence a speaker uses to support particular points
- Speak clearly with appropriate pace, volume, and expression



# *Mathematics*

## **New York State P-12 Common Core Learning Standards for Mathematics**

In third grade, instructional time will focus on four critical areas: (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

The Standards for Mathematical Practice describe varieties of expertise that all students are expected to develop. These practices rest on important “processes and proficiencies” with longstanding importance in mathematics education.

1. Make sense of problems and persevere in solving them
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others
4. Model with mathematics
5. Use appropriate tools strategically
6. Attend to precision
7. Look for and make use of structure
8. Look for and express regularity in repeated reasoning



*By the end of the third grade year, students will be able to:*

**Operations and Algebraic Thinking Domain**

- Represent and solve problems involving multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply and divide within 100
- Solve problems involving the four operations, and identify and explain patterns in arithmetic

**Number and Operations in Base Ten Domain**

- Use place value understanding and properties of operations to perform multi-digit arithmetic

**Number & Operations in Fractions Domain**

- Develop understanding of fractions as numbers

### **Measurement and Data Domain**

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

### **Geometry Domain**

- Reason with shapes and their attributes.

# Science

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

Students will:

- Use mathematical analysis, scientific inquiry, and technological design to pose questions, seek answers, develop solutions
- Access, process, and transfer information using appropriate technologies
- Understand mathematical concepts and principles, communicate and reason mathematically, and apply mathematics to real-world settings
- Understand and apply scientific concepts, principles, and theories
- Understand technological concepts and apply technological knowledge and skills
- Understand the relationships and common themes connecting mathematics, science, and technology

*Mathematics/Science*

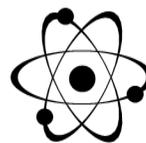
*By the end of the third grade year, students should be able to:*

### **Scientific Inquiry**

- Ask questions and collect data
- Display data in mathematical terms, using tallies and bar graphs
- Interpret and analyze data through sorting activities, classification, and measurement
- Draw logical conclusions based on the data collected

### **The Physical Setting: Extreme Weather**

- Understand the connection between the sun's energy, weather and natural phenomena
- Extreme weather may have positive or negative effects on living things



Third Grade/9

- Create a model to help explain how natural events occur (ex. thunderstorm, hurricane, tornado)
- Understand the differences between weather and climate

#### **The Physical Setting: Matter**

- Identify and classify solids, liquids, and gases
- Identify characteristics of the different phases of matter
- Compare density of various objects

#### **The Physical Setting: Force and Motion**

- Investigate force and motion and simple machines
- Conduct investigations test the effect of gravity on various objects
- Describe the effects of balanced and unbalanced forces on objects

#### **The Living Environment: Plants**

- Observe the environment necessary for plant growth
- Understand the structure and functions of the parts of a plant (roots, stem, leaves, flowers)
- Observe germination, plant adaptations, and methods of propagation
- Understand the role of photosynthesis in the food chain
- Dissect flowers and investigate their role in the reproduction of plants

# *Social Studies*

In third grade, students study “Communities Around the World”. The course is organized into five unifying themes—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. Students will learn about similarities and differences between children, families and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

*By the end of the third grade, students should be able to:*

## **Gathering, Using, and Interpreting Evidence**

- Develop questions about a world community.
- Recognize and use different forms of evidence used to make meaning in social studies (including sources such as art and photographs, artifacts, oral histories, maps, and graphs).
- Identify and explain creation and/or authorship, purpose, and format for evidence; where appropriate, identify point of view.
- Identify arguments of others.
- Identify inferences.
- Recognize arguments and identify evidence.
- Create an understanding of the past by using primary and secondary sources.

## **Chronological Reasoning and Causation**

- Explain how three or more events are related to one another.
- Employ mathematical skills to measure time in years and centuries.
- Identify causes and effects using examples from his/her life or from a current event or history.
- Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.
- Recognize continuity and change over periods of time .
- Recognize periods of time such as decades and centuries.
- Recognize and identify patterns of continuity and change in world communities.

### **Comparison and Contextualization**

- Identify a world region by describing a characteristic that places within it have in common.
- Identify multiple perspectives by comparing and contrasting people's point of view in differing world communities.
- Describe a historical event in a world community.
- Recognize the relationship among geography, economics, and history in world communities.
- Describe a historical development in a world community with specific details including time and place.

### **Geographic Reasoning**

- Ask geographic questions about where places are located and why they are located there using geographic representations such as maps and models. Describe where places are in relation to each other and describe connections among places.
- Distinguish human activities and human-made features from "environments" (Natural events or physical features-land, air and water-that are not directly made by humans).
- Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.
- Recognize a process that applies to population and a resulting pattern.
- Describe how human activities alter places and regions.

### **Economics and Economic Systems**

- Examine how scarcity affects the decisions about the use of resources by people and governments; examine the cost and benefits of economic decisions.
- Identify the variety of resources available in a particular world community used to produce goods an/or provide services.
- Identify the products found in world communities and the various ways people in those communities pay for products.
- Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.

- Explore the types of governments in world communities and services they provide to citizens.

### **Civic Participation**

- Demonstrate respect for the rights of others in discussions and classroom debates regardless of whether one agrees with the other viewpoint .
- Participate in activities that focus on a classroom, school, or world community issue or problem.
- Identify different types of political systems found in world communities.
- Identify opportunities for and the role of the individual in social and political participation in the school, community or world community.
- Show respect in issues involving differences and conflict; participate in negotiating and compromising in the resolution of differences and conflict.
- Identify situations in which social actions are required and suggest solutions.
- Identify leaders of world communities and the president of the United States; identify similarities and differences in their roles.
- Identify rights and responsibilities within the community and compare them to those in world communities.



## Assessments

Assessment is a process for gathering information to meet a variety of evaluation needs. Educators collect and organize information or data to demonstrate the growth that each child makes in academic areas. Teachers use a variety of assessment tools, formally and informally, to determine where a child is in his developmental growth. Assessment is an integral part of the curriculum.

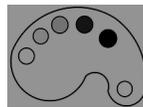
All students in grades 3-5 in Half Hollow Hills must participate in New York State Assessments.



## Specials

The following programs enrich the classroom experience and are provided on a weekly basis for all students:

- Art
- Music
- Library
- Physical Education (two times a week)



## **Additional Services**

The following personnel and/or services are available to students on an “as needed” basis:

- School Nurse
- School Psychologist
- Speech and Language
- Reading support
- Resource room
- Occupational and Physical Therapy
- ELL (English Language Learning)

## **Additional Programs**

- Music Lessons – available to all students beginning in third grade for strings and in fourth grade for band instruments
- Orchestra – available to students in fourth and fifth grade
- Band – available to students in fourth and fifth grade



*Assessments/  
Specials*

## **Elementary School Online Resources**

Many of these sites are available through the HHH Website

<http://www.hhh.k12.ny.us>

Choose your school and  
click on the link for "Library and Media Center"

### **Almanacs**

- <http://www.farmersalmanac.com/> - Farmers Almanac.com
- <http://yahooligans.yahoo.com/> - Yahoooligans Kids' Almanac
- <http://www.factmonster.com/almanacs.html> - Fact Monster Almanac
- <http://www.infoplease.com/almanacs.html?link=hptab> – Site to search all Info Please almanacs, or search individual almanacs by subject

### **Authors**

- <http://www.ipl.org/div/kidspace/askauthor/>- Learn more about some of your favorite authors

### **Biographies**

- <http://www.biography.com/> - Search over 25,000 of the greatest lives, past and present
- <http://www.s9.com/biography/> - This biographical dictionary covers more than 28,000 notable men and women who have shaped our world from ancient times to the present day

### **Calendars**

- <http://www3.kumc.edu/diversity/> - Diversity Calendar
- <http://www.earthcalendar.net/> - Calendar of celebrations by month: Earth Calendar

### **Current Events**

- <http://www.timeforkids.com/TFK/> - Time For kids brings the latest news of the world to you

### **Dictionaries**

- <http://www.m-w.com/dictionary.htm> - Merriam Webster Dictionary Online
- <http://nhd.heinle.com/> - Newbury House online Dictionary
- <http://www.yourdictionary.com/> - Provides more than 1,800 dictionaries with more than 250 languages
- <http://www.yourdictionary.com/languages.html> - Language Translation Dictionaries

### **Thesauri**

- <http://www.bartleby.com/62/> - Roget's Thesaurus
- <http://www.thesaurus.com/> - Basic-type in a word, choose thesaurus (online version of Roget's) or dictionary and search
- <http://www.m-w.com/dictionary.htm> - Merriam Webster Thesaurus Online

### **Quotations**

- <http://www.bartleby.com/100/> - Bartlett's Quotations

### **Ecology-Animals and their environments**

- <http://www.nwf.org/kids/> - Learn about animals and their environments

### **Dinosaurs**

- <http://www.ucmp.berkeley.edu/diapsids/dinosaur.html> - Learn about dinosaurs

### **Encyclopedias**

- <http://www.britannica.com/> - Includes the complete updated Encyclopedia Britannica
- <http://www.infoplease.com/> - Combines the contents of an encyclopedia, a dictionary, and several up-to-the-minute almanacs
- <http://www.encyclopedia.com/> - Puts tons of information right at your fingertips



**Field Trips**

- <http://www.ringling.com/> - Visit the circus
- <http://www.bronxzoo.com/> - Visit the Bronx Zoo
- <http://www.seaworld.com/> - Visit Sea World
- <http://www.sandiegozoo.org> - Visit the San Diego Zoo
- <http://www.amnh.org/home/> - Visit the American Museum of Natural History

**Geography**

- <http://www.geographic.org/> – Country profiles
- <http://www.50states.com/>- 50 states

**Government**

- <http://bensguide.gpo.gov/> - This site provides learning tools for K-12 students, parents, and teachers about how our government works

**Presidents**

- <http://www.whitehouse.gov/kids/index.html> You will find various information concerning different aspects of the White House
- <http://www.ipl.org/div/potus/> -Election results, cabinet members, notable events, and some points of interest on each of the presidents. Links to biographies, historical documents, audio and video files, and other presidential sites are included.

**Homework Helpers**

- <http://www.suffolk.lib.ny.us/youth/homework/kidindex.html> - Suffolk Library System lists of helpers
- <http://school.discovery.com/homeworkhelp/bjpinchbeck/index.html> - BJ Pinchbeck's Homework help

**Search Sites for children:**

- <http://sunsite.berkeley.edu/KidsClick%21/> - Search for homework by subject area
- <http://www.askforkids.com/> – Ask Jeeves for Kids
- <http://yahooligans.yahoo.com/> – Yahoo for Kids
- <http://www.icyber.com/homeschool/olr.html> - Home-School support
- [http://www.kidinfo.com/School\\_Subjects.html](http://www.kidinfo.com/School_Subjects.html) - Kid Info

**Just for Fun**

- <http://www.seussville.com/> -Fun with Books by Dr. Seuss

**Reading Lists**

- <http://kids.nypl.org/reading/recommended2.cfm?ListID=61> - This is a list of 100 picture books everyone should know for teachers
- <http://kids.nypl.org/reading/recommendedz.cfm?listID=61> Book Lists
- <http://www.carolhurst.com/titles/allreviewed.html> – Find reviews of books you might like to read
- <http://www.ucalgary.ca/~dkbrown/bestbooks.html> - List of notable sites listed by the American Library Association

**Search Engines**

- <http://www.askforkids.com/> – Good search engine for homework helpers has a spell check feature for questions
- <http://www.dogpile.com> – Fun search engine, easy to use, lets you “fetch” information
- <http://www.yahooligans.yahoo.com> – Nice current events page, easy format
- <http://www.google.com> – Check out the kids and teen section in the web directory
- <http://www.discovery.com> – Homework helper site for students
- <http://www.ipl.org/youth/> - The internet public library youth section
- <http://www.mamma.com/> - This search engine contains the web, videos, mp3, audio, news, and images
- <http://www.msn.com> – This search engine features news and stock information
- <http://sunsite.berkeley.edu/KidsClick!/> - Search for homework help by subject area

**Social Studies**

- [http://www.hyperhistory.com/online\\_n2/History\\_n2/a.html](http://www.hyperhistory.com/online_n2/History_n2/a.html) - Hyper History presents 3000 years of history with a combination of color lifelines, timelines and maps

**Black History**

- [http://www.kn.pacbell.com/wired/BHM/bh\\_hotlist.html](http://www.kn.pacbell.com/wired/BHM/bh_hotlist.html)

**Colonial America History Resources**

- [http://pilgrims.net/Pilgrims Plantation](http://pilgrims.net/Pilgrims%20Plantation) - Virtual tour –illustrating many aspects of life at the time

**Native Americans**

- <http://www.hanksville.org/NAresources/> - Index of Native American Resources on the Internet

**Revolutionary War**

- <http://www.ushistory.org/tour/index.html> - This is a virtual tour of historic Philadelphia with great photos and information accompany you on this virtual tour
- <http://www.pbs.org/ktca/liberty> - This is an online game prepared by PBS to test your Revolutionary War knowledge

**Western Movement**

- <http://www.pbs.org/weta/thewest> - Oregon Trail
- <http://www.americanwest.com/trails/pages/oretrail.htm> - California Gold Rush
- <http://www.ohenrymace.com/GRHA.html> Remembering the Gold Rush History Alliance
- <http://www.lewis-clark.org/> - Explorers Lewis and Clark

**Women's History**

- <http://www.greatwomen.org/>







