

## Social Studies

Social studies allows students to gain knowledge across disciplines and to develop inquiry, critical thinking, and communication skills. As students gain an appreciation for the past and an understanding of the present, their capacity for multiple perspectives and subsequent tolerance of diversity and change increases. Consequently, young learners develop civic competence; the ability to become informed, responsible citizens who are able to contribute to the well-being of their communities.

By the end of grade **three** your student will be able to:

- Further explore the sense of self in the context of Connecticut history and the larger world.
- Experience activities that investigate the role of self in early American history.
- Extend understanding of the five themes of geography and comparative geographic terminology.
- Activities encourage finer points of map usage, concentrating on scale, grid lines and sub directions.
- Enrich the perception of democracy through the study of pertinent documents and artifacts of early American inhabitants and settlers.
- Explore East Hampton's historical development
- Experience activities that examine the electoral process and voting rights and responsibilities.
- Extend the concept of citizenship and the democratic process to an historic application.
- Develop an awareness of multiculturalism, diversity and tolerance of others.
- Be introduced to skill development including graphing, graphic organizers, paragraph identification, and role-playing
- Review and build upon skills of previous grade

## Language Arts

The English Language Arts program assists all students in becoming knowledgeable and proficient users of language. In an on-going process, students become inquisitive and critical thinkers, effective writers, attentive listeners, articulate speakers, discriminating viewers, and strategic readers.

By the end of grade **three** your student will be able to:

- Recognize grade three sight words and use meaning, language, and phonics, simultaneously, to identify new words
- Read aloud accurately with expression and proper phrasing by applying strategies and monitoring for understanding
- Read a wide range of stories closely to find central ideas and supporting details in a story
- Describe characters in a story and tell how their actions contributed to events
- Ask and answer questions about texts referring to information from maps or pictures as well as words to support their answers
- Compare and contrast the most important points and key details presented in two books on the same topic
- Distinguish their own point of view from that of the author
- Participate in class discussions by listening, asking questions, sharing ideas, and building on the ideas of others and following the rules of discussion
- Independently conduct short research projects and give a class presentation
- Learn the rules of spoken and written English
- Spell correctly and consult a dictionary to clarify meanings
- Write opinions or explanations that group related information and develop topics with facts and details
- Write stories that establish a situation and include details and clear sequences of events, including dialogue and descriptions of character's actions thoughts, and feelings
- Use technology (keyboarding) to produce and publish writing
- Strengthen writing by editing and revising

- Select appropriate independent reading materials and read voluntarily in a variety of genres

## Science

The science program is designed to build students' conceptual knowledge and science literacy. It implements a hands-on, inquiry based approach. A variety of techniques, materials, and technologies are used to help students develop skills in scientific process, communication, and critical thinking along with increasing their content knowledge. Math and language arts are integrated throughout the science curricula at all levels.

By the end of grade **three** your student will be able to:

- Identify and describe the properties of various materials through the use of simple tests
- Explain how organisms can survive and reproduce only in environments that meet their basic needs
- Describe how earth materials have different physical and chemical properties that provide resources for living things
- Describe how limited earth materials can be conserved by reducing use, reusing and recycling
- Explain how decisions made by individuals can affect the global supply of many resources

## Mathematics

The mathematics program in East Hampton is committed to developing math literate students who utilize the tools of mathematics effectively to analyze data and solve quantitative problems.

By the end of grade **three** your student will be able to:

- Fluently add and subtract within 1000.
- Fluently multiply and divide within 100 and know from memory all products of two one-digit numbers
- Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each
- Tell and write time to the nearest minute and measure time intervals in minutes, and solve word problems involving addition and subtraction of time intervals in minutes
- Solve real world mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters
- Partition shapes into parts with equal areas and express the area of each part as a unit fraction of the whole
- Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples and non-examples of quadrilaterals
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems
- Recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$
- Compare two fractions with the same numerator or the same denominator by reasoning about their size, and record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

## Music

All children possess an innate creative spirit that can be brought out through varied musical experiences. Movement, singing, playing instruments, composing, and analysis of listening selections are utilized throughout the year.

By the end of grade **three** your student will be able to:

- Sing a variety of songs alone or in a group
- Become the leader in a call and response song
- Study the members of the instrument families and how each sounds
- Be able to create, read, and perform simple rhythm patterns
- Perform a variety of folk dances from different countries and cultures
- Improvise simple rhythmic and melodic responses
- Learn how to play the mountain dulcimer
- Play ostinatos and melodies on barred instruments with appropriate technique

## Health

The health curriculum is a comprehensive program (based on National Health Standards) designed to address significant health issues facing today's youth. Maintaining good health begins with an understanding of what bodies need to be physically, socially, and emotionally healthy. Our goal is to teach the skills necessary for students to make informed choices in order to maintain a healthy lifestyle.

By the end of grade **three** your student will be able to:

- Plan healthy meals and snacks that emphasize the principals of the Food Guide Pyramid and Dietary Guidelines
- Describe the relationship between food, physical activity, and a health action plan
- Identify unsafe situations, and describe the measures to be taken to prevent accidents in other dangerous situations
- Recognize that illnesses have different causes, symptoms, treatments, and outcomes
- Differentiate between healthy and unhealthy uses of drugs including over-the-counter and prescription drugs
- Be able to discuss the harmful effects of tobacco, alcohol, and unlawful drugs

## Art

Art is a universal language. We believe it is imperative that all students have the opportunity to grow in their understanding of this avenue of communication. Art education involves nurturing the development of an aesthetic attitude and the ability to make personal artistic statements by using one's creative powers and decision-making skills.

By the end of grade **three** your student will be able to:

- Explore symmetry, color theory, the concept of positive/negative space, spatial concepts, portraiture, landscape, seascape, still life, clay, design concepts, drawing skills, art appreciation, and multi-cultural arts
- Learn about printmaking (stamps), collage, pop art, Native American art, mosaics, architecture, and figure drawing
- Explore complex techniques with regard to a variety of media
- Develop increased manipulative and organizational skills in using varied art media effectively to translate ideas and feelings
- Explore modeling techniques by constructing 3-dimensional forms using additive and subtractive methods (clay)
- Express depth and perspective in simple terms
- Use appropriate art vocabulary in the process of critiquing artwork
- Study a variety of artwork: contemporary, historic, and pre-historic cultures
- Display student art
- Continue to develop a base for making informed judgment
- Develop more awareness of the internet as a resource to motivate a broader learning in art

## Physical Education

Physical education is an integral part of the total educational program. Every student participates in a planned sequential program aimed at developing specific physical fitness skill areas. It is our goal to use a variety of physical activities to promote healthy life- styles, develop gross and fine motor skills, and lay the ground work for participation in lifetime leisure activities.

By the end of grade **three** your student will be able to:

- Perform sustained exercise to enhance students physical fitness level
- Perform kicking, passing, and trapping skills
- Demonstrate the ability to successfully strike or volley an object
- Apply throwing, catching, and striking skills in small sided lead-up games
- Complete a modified version of a health enhancing personal fitness assessment (e.g. mile run, sit-ups, etc.)
- Work cooperatively with others to complete a task
- Participate in a variety of modified games and activities

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EAST HAMPTON

PUBLIC

SCHOOLS

CURRICULUM  
OVERVIEW



### Vision

The East Hampton School District – preparing and inspiring our students to be innovative, responsible, contributing members of an ever-changing global society.

### Mission

The mission of East Hampton Public Schools in partnership with our community is to develop knowledgeable, responsible, productive citizens who effectively demonstrate problem-solving and communication skills, make informed decisions and respond appropriately and confidently to life's challenges

**GRADE 3**