

# THIRD GRADE

## PARENT/STUDENT COURSE INFORMATION



Dear Parents:

*The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. The guide contains the emphasis of instruction for each subject area. The instructional program focuses on the Virginia Beach objectives which include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.*

*Your interest and involvement in your child's education promotes positive attitudes toward learning, enhanced academic achievement and emotional well-being. We are excited about the opportunity to join you in providing the best possible education for your child.*

*Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.*

*Sincerely,  
Department of Teaching and Learning*

## Using the Guide

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

## Invite Success

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors in their students.

- Attend school regularly

- Eat well, exercise regularly and get enough sleep
- Put forth his/her best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

## General Information

### ***Elementary Guidance Program***

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Certified school counselors provide a variety of services, including classroom guidance; crisis intervention; individual and group services; support for parents, teachers and administrators; and coordination of services with outside agencies.

### ***Parent/Student Handbook***

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations and general guidelines.

### ***Report Cards***

The Report Card formally advises parents of their child's proficiency. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can monitor their children's progress throughout the year.

## Language Arts

The third grade language arts program focuses on the broad areas of oral language, reading and writing. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency and writing.

### *Reading and Responding to Literature*

- Apply word-analysis skills when reading
- Apply knowledge of word to expand vocabulary when reading
- Read and demonstrate comprehension of fictional text and poetry
- Read and demonstrate comprehension of nonfiction texts

### *Written Communication*

- Write for a variety of purposes, including to inform, to explain, to describe, to defend an opinion and to tell about a personal experience
- Edit writing for correct grammar, capitalization, punctuation and spelling
- Use an inquiry process to write a short report

### *Oral Language*

- Use effective communication skills in group activities
- Present brief oral reports using visual media

## Mathematics

The third grade mathematics program builds upon the understanding of the ten-to-one relationship that exists in our Base-10 number system. In addition, students explore fractional relationships and operations with rational numbers. Students work toward automaticity with addition and subtraction facts. Multi-step problem solving becomes a focus and students explore multiplication and division in order to better conceptualize the meaning of all four operations. Both U.S. customary and metric measurements are used and the concepts of area and perimeter are explored. Examination and classification of some of the basic building blocks of geometry, such as points, lines and angles are explored and deepen the students' spatial reasoning.

Experimental data is collected and graphed to show comparisons. Algebraic exploration continues through analysis of patterns displayed in tables and the investigation of the properties of equality with numbers. Repeating and growing patterns are a continued focus.

### *Numeration and Computation*

- Understand the ways of representing whole numbers and rational numbers and the relationships that exist among these numbers and number systems
- Understand the meanings of addition, subtraction, multiplication and division and compute using whole numbers and rational numbers

### *Geometry and Measurement*

- Understand measureable attributes of objects and events, units of measure and systems of measurement and apply appropriate techniques and tools to determine measurements
- Analyze characteristics and properties of plane (two-dimensional) and solid (three-dimensional) geometric shapes

### *Probability and Statistics*

- Create questions and construct answers by collecting, organizing and displaying data
- Understand and apply basic concepts of probability

### *Patterns, Functions and Algebra*

- Understand a variety of patterns
- Understand, represent and analyze mathematical situations and structures using algebraic symbols

## Science

In third grade, the science program continues to focus on developing and applying scientific practices to investigate and understand various topics. Students will ask science-related questions, form hypotheses, make careful observations, collect and represent data accurately, articulate findings and draw reasoned conclusions.

### ***Matter***

- Explain how objects are made of one or more materials using observable physical properties
- Identify physical changes that can be observed

### ***Life Systems and Processes***

- Distinguish between physical and behavioral adaptations and explain their purposes
- Differentiate between instinct and learned behavior, between predator and prey
- Analyze food chains, classifying producers and different consumers
- Compare and contrast terrestrial and aquatic ecosystems

### ***Simple Machines***

- Describe the six simple machines (lever, screw, pulley, wheel and axle, inclined plane and wedge) and their functions
- Classify simple machines found in everyday items

### ***Earth Patterns, Resources, Cycles in Nature***

- Explain natural cycles (day/night, seasons, moon phases, tides) created by the relationship of Earth, the sun and the moon
- Explain basic life cycles of plants and animals
- Describe the major components of soil as well as the layers that form over time
- Explain basic processes within the water cycle
- Explain the effects of human activity and natural phenomena on the natural world and the need for conservation
- Compare and contrast renewable and nonrenewable resources

## **Social Studies**

The third grade social studies program continues to focus on the concept of *world*, introduced in second grade. In third grade, students develop an understanding of people long ago and far away by studying ancient Greece and Rome and the early West African empire of Mali. Maps, charts, tables and graphs are also used to interpret geographic information. Students learn about economic choices, specialization and trade in the ancient world. In civics, students explain the importance of the basic principles that form the foundation of our government.

### ***American Society***

- Demonstrate knowledge and understanding of American democratic principles

### ***Geography***

- Demonstrate knowledge and understanding of the world through the analysis of maps

### ***Ancient Civilizations***

- Demonstrate knowledge and understanding of life in ancient Greece, ancient Rome and Mali (physical environment, economic activities, contributions)

## **Health and Physical Education**

The third grade health and physical education objectives reflect the National Health Education Standards and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

### ***Movement Skills***

- Demonstrate the critical elements for: overhand throw and catch; control, stop and kick ball to stationary and moving partners/objects; dribble with dominant/preferred hand/foot; pass a ball to a moving partner; strike ball/object with short handled implement; strike/bat ball off tee; jump/land horizontally
- Demonstrate and create simple dances
- Perform an educational gymnastic sequence
- Perform a jump rope sequence of four different jumps

### ***Fitness Planning***

- Describe the components, one measure and activity for each of the health-related components of fitness (cardiorespiratory endurance, muscular strength, muscular endurance, flexibility and body composition)
- Identify the steps and benefits of goal setting to adopt positive health practices
- Identify that there are levels of intensity in moderate to vigorous physical activity
- Develop a plan to meet the recommended physical activity guidelines of 60 minutes a day

### ***Anatomical Basis of Movement***

- Identify major muscles and bones
- Describe the components and function of the cardiorespiratory system, to include heart, lungs and blood vessels
- Identify one activity and the muscles and bones that help the body perform the activity.
- Apply the concept of open space while moving

### ***Social Development***

- Demonstrate an understanding of the purposes for rules, procedures and respectful behaviors, while in various physical activity settings
- Explain the importance of rules for activities
- Describe the importance of cooperating and work cooperatively with peers to achieve a goal
- Implement teacher feedback and provide appropriate peer feedback to improve performance.

### ***Energy Balance***

- Explain that energy balance relates to good nutrition (energy in) and physical activity (energy out)
- Identify one food per group to create a healthy meal that meets USDA guidelines
- Identify healthy hydration choices and the amount of water needed for the body to function
- Identify the macronutrients (fat, protein, carbohydrates) and foods that are healthy sources of each macronutrient

### ***Personal Health***

- Describe how getting enough sleep is an essential component of a healthy lifestyle
- Describe non-communicable diseases
- Describe refusal skills when pressured to use alcohol, tobacco, inhalants, or other drugs.
- Describe proper and improper use of prescription and nonprescription medications.
- Explain the importance of assuming responsibility for personal safety at home, at school and in the community
- Identify why medicines should only be taken under the supervision of an adult
- Practice disaster-preparedness procedures at home and at school

## **Technology**

The third grade technology proficiencies offer children a variety of instructional technology experiences. All technology experiences are to be integrated into curricular activities, emphasizing the use of technology as a tool for learning.

### ***Creativity and Innovation***

- Create, edit and manipulate graphics to illustrate a concept or idea using a simple drawing/art program with various tools
- Create digital graphic organizers, flow charts, character maps, word webs, story webs, or cause and effect charts
- Interact with, create or contribute to developmentally-appropriate multimedia products (e.g., digital stories, web pages, presentations, etc.)
- Use digital tools to gather data, examine patterns and make predictions

### ***Communication and Collaboration***

- Demonstrate the use of digital tools for communication (e.g., word processing, graphics software, podcasts, wikis, blogs, etc.)
- Write and revise electronic documents (e.g., compositions, brochures, postcards, etc.)
- Participate in age-appropriate learning activities with learners from multiple cultures
- Contribute to the creation of collaborative, digital products that contribute to the learning of others

### ***Research and Information Fluency***

- Demonstrate an understanding of using a research/problem-solving process when using digital tools to seek knowledge for personal or academic purposes
- Use appropriate electronic resources to access information (i.e., electronic resources and subscription databases)
- Locate and collect information for a specific purpose using teacher-created “jump pages” and web-based bookmarking tools
- Demonstrate an understanding of electronic search techniques
- Organize and record information using a variety of visual formats/technology tools

### ***Critical Thinking, Problem Solving and Decision Making***

- Use electronic probes to gather data
- Use electronic tools to collect, organize and analyze data; solve authentic problems; draw conclusions; and/or report results
- Utilize and access interactive digital games and simulations for construction of knowledge
- Utilize digital tools to plan, organize, manage and visually represent information and ideas

### ***Digital Citizenship***

- Comply with the school division's Acceptable Use Policy by demonstrating the responsible and ethical use of technology systems and software
- Demonstrate an awareness of internet safety principles (i.e., do not share passwords; do not share your name, age or location while online; ask an adult before using the computer; tell an adult when you feel threatened or scared; be respectful when you are online; use the internet responsibly)
- Demonstrate the cooperative and collaborative use of technology
- Demonstrate the basic principles of ownership of ideas and copyright laws
- Cite electronic sources when given a template
- Recognize, discuss and demonstrate an understanding of appropriate, ethical and socially responsible electronic communication

### ***Technology Operations and Concepts***

- Use basic computer and troubleshooting skills
- Demonstrate basic keyboarding skills including the use of both hands on the keyboard and awareness of the location of special keys and their purposes
- Communicate about technology using developmentally appropriate and accurate terminology
- Select and use developmentally appropriate technology for specific purposes (e.g., digital cameras, scanners, AlphaSmarts, laptops, etc.)
- Select and use developmentally appropriate software applications for specific purposes (i.e., word processing, database, spreadsheet, multimedia presentation and graphic software)

### **Essential Information Literacy Skills (EILS)**

The third grade Essential Information Literacy Skills (EILS) enhance student experiences for developing skills in information literacy, independent learning and social responsibilities. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

#### ***Inquire, think critically and gain knowledge***

- Utilize a research/problem-solving process in seeking knowledge for personal and academic purposes (e.g., Big 6, I-Search, etc.)
- Use prior and background knowledge as context for new learning
- Develop and refine questions to guide the research process
- Identify a variety of potential sources of information for a given purpose
- Use the library classification system to effectively differentiate between and utilize sections of the library media center
- Utilize the online catalog, subscription databases and other electronic sources to locate materials for research and personal use
- Select and evaluate the appropriate source for a given purpose
- Utilize search strategies as needed when locating materials or information
- Demonstrate the ability to use information from a variety of print and electronic sources such as dictionary, index, glossary, thesaurus, encyclopedia, almanac and atlas
- Evaluate information found in selected sources on the basis of accuracy, relevance, validity and an appropriateness for needs, importance and social and cultural context
- Identify misconceptions, conflicting information and point of view or bias from a variety of sources
- Collaborate with others to broaden and deepen understanding

***Draw conclusions, make informed decisions, apply knowledge to new situations and create knowledge***

- Summarize, analyze and synthesize information from a variety of sources
- Organize and record information using a variety of visual formats/technology tools
- Use technology and other tools to create products demonstrating application and creation of knowledge
- Collaborate with others to exchange ideas, develop new understandings, make decisions and solve problems

***Share knowledge and participate ethically and productively as members of our democratic society***

- Show social responsibility by working collaboratively with others
- Use writing and speaking skills to share knowledge
- Use technology and other tools to share knowledge with others
- Reflect on and evaluate the quality of the learning process and product
- Connect learning to community issues
- Recognize the importance of citing sources
- Provide citation information when given a template
- Understand and explain the meaning and consequences of plagiarism
- Comply with the school division's Acceptable Use Policy
- Use internet appropriately and safely as a means of personal and academic learning and the respectful exchange of ideas and products

***Pursue personal and aesthetic growth***

- Select, read and use appropriate books and other sources of information for personal growth and pleasure
- Recognize and respond to a variety of genres
- Recognize and respond to a variety of poetic forms
- Use information tools (e.g., databases, bookmarks, wikis, blogs, etc.) to gather, organize and share information

## **Art**

The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines of art history, art production, aesthetics and art criticism and the core curriculum.

Art in the third grade develops an understanding of the disciplines of art history, art criticism, aesthetics and production. An emphasis is on developing concepts and skills in observation, problem solving and communication. Students use a balance of learning and creating to examine and to develop appreciation of the visual images in the world. Elementary art focuses on skills needed for creating art and becoming an informed consumer. Students participate in an art class each week that is taught by an art teacher.

***Inquiry, Critical Thinking, Problem Solving and Communication***

- Explore universal concepts
- Begin to formulate a personal definition of art
- Explore the many reasons why people make art
- Expand an appreciation for the artistic choices of others
- Appropriately connect artworks to time and place
- Compare and contrast the functions of artworks
- Describe artworks in a perceptive manner
- Make connections between various components of the artwork
- Develop skills for interpretation of artwork with persuasive evidence
- Construct more than one interpretation of an artwork
- Use personal ideas in an innovative manner
- Demonstrate individual responsibility for the proper care of art materials and tools
- Demonstrate increasing mastery of art-related motor skills
- Describe and use the steps of the artmaking process
- Communicate a wide range of moods and emotions through artwork
- Investigate real life and cross-curricular connections

## Music

The standards for Grade Three General Music enable students to continue building mastery in the areas of music literacy, including singing, playing instruments, listening, moving and creating/composing music. Students also develop skills and understanding through the study of rhythm, musical form and melodic notation. Students investigate the roles of music in various cultures and reflect on their personal motivations for making music. Students participate in a music class each week that is taught by a music specialist.

The elementary music program incorporates the Virginia Standards of Learning for Music and the National Coalition for Core Arts Standards and reinforces instruction in specific core Standards of Learning.

- Read and notate music on the treble staff, including steps, leaps and repeated pitches, and sixteenth notes, single eighth notes, eighth rests and dotted half notes
- Read increasingly complex pentatonic melodies
- Explain music symbols
- Sing treble clef melodies within the range of an octave, in tune and with clear/head tone
- Sing rounds, partner songs and ostinatos in two-part ensembles
- Perform rhythmic patterns that include sixteenth notes, single eighth notes, eighth rests and dotted half notes
- Sing songs and play pitched and non-pitched instruments alone and with others, in two-part ensembles, using appropriate and expressive vocal and instrumental techniques
- Accompany songs and chants using I and V chords
- Demonstrate understanding of meter by determining strong and weak beats and groups of twos and threes
- Respond to music with expressive movement, demonstrating groups of twos and threes, rondo form, choreographed and non-choreographed movements, dances from a variety of cultures and mood and contrast dramatizations
- Create by improvising rhythms and melodies, including question and answer phrases, accompaniments and ostinatos

- Create by composing pentatonic melodies using traditional and non-traditional notation
- Recognize composers and compositions from four different periods of music history
- Identify select non-Western instruments by sight and sound
- Demonstrate behaviors appropriate to different types of events/situations in which music is performed
- Describe the relationships between music and other fields of knowledge
- Identify and explain musical form
- Identify instruments and their orchestral families
- Compare and contrast music from various styles and cultures
- Evaluate and critique music compositions and performances, using music terminology
- Collaborate with others in music performances, acknowledging the contributions of individuals within the whole
- Examine ways in which the music of a culture reflects attitudes and beliefs
- Explain motivations for making music
- Discuss why music has quality and value

## Gifted

The school-based program for gifted education is grounded in the content of the regular curriculum but is differentiated, modified and expanded to provide appropriate learning challenges for students identified for gifted services. The gifted resource teacher in each school works collaboratively with each cluster teacher to differentiate curriculum and instruction to meet the needs of gifted learners. Opportunities are provided for students through flexible grouping, independent study and whole group instruction as teachers enhance creative, critical and logical thinking skills; use problem-solving strategies; strengthen communication skills; and enhance positive attitudes. For further information, contact the Office of Programs for Exceptional Children at 263-1405.

## **Gifted Dance Education and Gifted Visual Arts Programs**

The Gifted Dance Education and Gifted Visual Arts Programs provide sequential skills and concept development for students identified as gifted in the areas of visual arts or dance. As a result of the visual arts or dance program, students will develop advanced skills and process in the art form, acquire knowledge in the history and careers of the fields, use advanced thinking and communication skills and demonstrate personal growth. Students participating in these programs attend Old Donation School one day a week. Applications are due in early February. For further information, call Old Donation School at 648-3240.

### **Old Donation School**

Old Donation School is a full-time school for intellectually gifted students in grades two through eight. Students must apply to Old Donation School, be accepted and demonstrate Virginia Beach residency in order to attend. Applications are due in early February. Contact the guidance office at 757-648-3267 for program and application information. The curriculum at Old Donation School is designed to provide students with the depth and complexity necessary to challenge and stimulate the mind of the intellectually gifted student. Instruction is differentiated to meet the diverse needs of all students.

### **Academic Support**

Academic support programs are designed to strengthen and improve the achievement of students who would benefit from additional academic assistance. These programs are available to students in grades kindergarten through twelve. Academic support goals are established for eligible students, and student progress is monitored. For further information, call the principal of your child's school.

## **Special Education**

Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation and eligibility determination, students determined to require special education and related services are provided instruction as delineated in the individualized education program (IEP).

The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 263-2066.

### **English as a Second Language**

The grades 1-5 English as a second language (ESL) program supports grade-level science Virginia Standards of Learning (SOL).

The goal of the ESL program is to teach English to English learners so that they may acquire the language communication skills and academic language necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency. Language and culture taught in the ESL program reinforce skills and concepts taught in the standard curriculum. For further information concerning ESL, contact the Title III coordinator for English learners, Department of Teaching and Learning, at 263-1461.

## MISSION STATEMENT

The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

Aaron C. Spence, Ed.D., *Superintendent*

DEPARTMENT OF TEACHING AND LEARNING  
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### Notice of Non-Discrimination Policy

Virginia Beach City Public Schools does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation/ gender identity, pregnancy, childbirth or related medical condition, disability, marital status, age, genetic information or veteran status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. School Board policies and regulations (including, but not limited to, Policies 2-33, 4-4, 4-6, 4-43, 5-7, 5-19, 5-20, 5-44, 6-7, 7-48, 7-49, 7-57 and Regulations 4-4.1, 4-4.2, 4-6.1, 4-43.1, 5-44.1, 7-11.1, 7-17.1 and 7-57.1) provide equal access to courses, programs, counseling services, physical education and athletic, vocational education, instructional materials and extracurricular activities.

To seek resolution of grievances resulting from alleged discrimination or to report violations of these policies, please contact the Title VI/ Title IX Coordinator/Director of Student Leadership at (757) 263-2020, 1413 Laskin Road, Virginia Beach, Virginia, 23451 (for student complaints) or the Section 504/ADA Coordinator/Chief Human Resources Officer at (757) 263-1133, 2512 George Mason Drive, Municipal Center, Building 6, Virginia Beach, Virginia, 23456 (for employees or other citizens). Concerns about the application of Section 504 of the Rehabilitation Act should be addressed to the Section 504 Coordinator/Executive Director of Student Support Services at (757) 263-1980, 2512 George Mason Drive, Virginia Beach, Virginia, 23456 or the Section 504 Coordinator at the student's school. For students who are eligible or suspected of being eligible for special education or related services under IDEA, please contact the Office of Programs for Exceptional Children at (757) 263-2400, Laskin Road Annex, 1413 Laskin Road, Virginia Beach, Virginia, 23451.

Alternative formats of this publication which may include taped, Braille, or large print materials are available upon request for individuals with disabilities. Call or write the Department of Teaching and Learning, Virginia Beach City Public Schools, 2512 George Mason Drive, P.O. Box 6038, Virginia Beach, VA 23456-0038. Telephone 263-1070 (voice); fax 263-1424; 263-1240 (TDD).

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