

Third Grade Curriculum Handbook



Midland Public Schools
Inspiring Excellence





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MPS District Vision

Lead with respect, trust and courage. Ensure an equitable, collaborative and inclusive culture. Enable all to achieve success.

Welcome to Midland Public Schools

The Midland Public Schools is a school district that works together to provide a challenging, inquiry-based education that encourages all stakeholders to be internationally minded, lifelong learners who positively impact the world.

This handbook provides you with grade level information about the Midland Public Schools (K-5) curriculum. Our curriculum was developed using the Michigan Academic Standards.

Written progress of achievement will be reported four times per year: November, January, April and June. Conferences are available in the fall to provide an opportunity to discuss your child's progress and an explanation of specific classroom learning. Progress reports and conferences are one of many ways through which we communicate your child's growth and learning. They provide information about areas of the curriculum assessed during a given period, including feedback about your child's successes in school, as well as areas for growth and improvement as we continue to reflect on the teaching-learning cycle within Midland Public Schools. Midland Public Schools' elementary assessment policy can be found at:

<https://www.midlandps.org/pyp-policies>

The International Baccalaureate (IB) - Primary Years Programme(PYP)

The Midland Public Schools follows the Primary Years Programme of the International Baccalaureate from preschool through grade five. The Primary Years Programme is a framework used with MPS curriculum.

This research-based program allows for the integration of broad areas of knowledge through the development of curriculum which students find relevant, engaging, significant, and challenging. Learning, through inquiry and action, is the focus of the entire elementary school community. Using the Primary Years Programme framework, students are actively involved in their learning through an understanding of their own identity and are culturally aware, with the purpose of becoming responsible local, national and world citizens.

The PYP consists of five essential elements to guide student learning. These five essential elements are:

- **Approaches to Teaching** - which is both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary
- **Concepts** - which students explore through structured inquiry in order to develop coherent, in-depth understanding, and which have relevance both within and beyond subject areas
- **Approaches to Learning** - which are the broad capabilities students develop and apply during learning and in life beyond the classroom

- **Attitudes** - which contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the [IB learner profile](#)
- **Action** - which is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

Taken from

<http://www.ibo.org/en/programmes/primary-years-programme/curriculum/written-curriculum/>

The IB Primary Years Programme focuses on the development of the whole child as an inquirer, both in school and in the world around them. The program uses structured, purposeful inquiry to gain more knowledge and a deeper understanding of content. Students study units of inquiry, which are organized by six transdisciplinary themes. They are:

- **Who We Are:** An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
- **Where We Are in Place and Time:** An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
- **How We Express Ourselves:** An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
- **How the World Works:** An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
- **How We Organize Ourselves:** An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
- **Sharing the Planet:** An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

More information about the Primary Years Programme can be found at:

<http://www.ibo.org/en/programmes/primary-years-programme/>

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. – IB learner profile statement

The learner profile is the heart of the PYP, and it defines a set of attributes for students to show they are developing life-long learning and inquiry skills, and that they are aware of and sensitive to the experiences of others. The attributes described in the IB learner profile are appropriate to, and achievable by, all elementary students.

IB learners strive to be:

- **Inquirers:** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
- **Knowledgeable:** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
- **Thinkers:** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
- **Communicators:** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
- **Principled:** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the -consequences that accompany them.
- **Open-minded:** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view and are willing to grow from the experience.
- **Caring:** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
- **Risk-takers:** They approach unfamiliar situations and uncertainty with courage and forethought and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
- **Balanced:** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
- **Reflective:** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

From International Baccalaureate document *Making the PYP Happen: A Curriculum Framework for the International Primary Education*, 2009

Progress Report

Approaches to Learning

Approaches to Learning are a set of strategies and skills that promote inquiry and learning across all subject areas. All areas must be marked for each marking period. There is no IP or NA choice. Indicators are not carried over and students should be assessed within each marking period (indicators may go up or down). There is a comment box for comments directed specifically to Approaches to Learning. Learner Profile Attributes need to be incorporated into comments as a requirement of the PYP. You do NOT need to comment on all 10! Use them when appropriate to show growth and needs.

Indicators for Approaches to Learning

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Progressing toward expectations with support
Limited Development (LIM)	Does not yet exhibit the expected behaviors

Thinking Skills:

- **Critical-thinking skills** (analyzing and evaluating issues and ideas)
- **Creative-thinking skills** (generating novel ideas and considering new perspectives)
- **Transfer skills** (using skills and knowledge in multiple contexts)
- **Reflection/metacognitive skills** ((re)considering the process of learning)

Communication Skills:

- **Exchanging-information skills** (listening, interpreting, speaking)
- **Literacy skills** (reading, writing, and using language to gather and communicate information)
- **ICT skills** (using technology to gather, investigate and communicate information)

Self-Management Skills:

- **Organization** (managing time and tasks effectively)
- **States of mind** (mindfulness, perseverance, emotional management, self-motivation, resilience)

Social Skills:

- **Developing positive interpersonal relationships and collaboration skills** (using self-control, managing setbacks, supporting peers)
- **Developing social-emotional intelligence**

Research Skills:

- **Information-literacy skills** (formulating and planning, data gathering and recording, synthesizing, and interpreting, evaluating, and communicating)
- **Media-literacy skills** (interacting with media to use and create ideas and information)
- **Ethical use of media/information** (understanding and applying social and ethical technology)

Academic Indicators for the Progress Report:

Extending (EXT)	Exceeds expectations
Achieving (ACH)	Consistently and independently meets expectations
Developing (DEV)	Progressing toward expectations with support
Limited Development (LIM)	Learner is showing little or no progress
In Progress (IP)	Currently being taught
Not Assessed (NA)	Not assessed during this marking period

Literacy

Reading, writing, word study, listening, speaking, viewing, presenting, and literature are included in literacy instruction in all grades. Although each subject may be taught separately at times, they are integrated for learning and mutually reinforced across the curriculum.

Reading

Reading is the process of constructing meaning from written language. Third graders will be expected to read both literature and informational text. Children will use the foundational skills and strategies introduced in previous grades to read fluently at grade level.

1. Constructs meaning from literature

- Demonstrates understanding of key elements and details (characters, setting, theme, plot, mood, point of view)
- Summarizes and recounts literature
- Uses a variety of reading strategies to unlock meaning
- Uses text structure and features to enhance comprehension
- Reads and comprehends a variety of grade level literary genres

2. Constructs meaning from informational text

- Determines and supports main idea through key details
- Compares and contrasts multiple texts on the same topic
- Uses a variety of reading strategies to unlock meaning
- Uses text structure and features to enhance comprehension
- Reads and comprehends a variety of grade level informational texts

3. Demonstrates foundational skills

- Knows and applies grade level phonics
- Decodes multi-syllable words
- Reads with grade level accuracy and fluency

Writing

Writing is an essential form of communication. It is used across the curriculum. One way to foster development in writing is through the writing process. The writing process consists of prewriting, writing, revising, editing, and publishing. Children will be encouraged to write in a variety of genres.

Students will be assessed in the following areas:

1. Demonstrates knowledge and skills in narrative writing

- Conveys a message in a variety of narrative genres (personal narrative, fiction, poetry)
- Uses appropriate story structures
- Develops characters and/or narrator
- Uses a variety of literary devices and figurative language

2. Demonstrates knowledge and skills in informational writing

- Introduces and develops a topic
- Provides a conclusion

3. Demonstrates knowledge and skills in opinion writing

- States and supports a clear opinion
- Provides a conclusion

4. Uses writing process and collaboration

- Chooses a topic
- Organizes ideas in a logical sequence
- Uses linking words and phrases to make transitions in writing
- Includes details to enhance meaning
- Revises for content
- Edits for grammar, punctuation, and spelling
- Considers audience when writing
- Collaborates with teacher and peers during the writing process
- With guidance and support from adults, uses technology to produce and publish writing

Fine Motor Skills

- Demonstrates fine motor skills
- Demonstrates fluency while writing cursive
- Accurately forms letters of the cursive alphabet

Mathematics

Mathematics is the science of patterns and relationships. It is the language and logic of our technological world. Mathematical power is the ability to explore, to imagine, to reason logically and to use a variety of mathematical methods to solve problems—all important tools for children's futures. A mathematically powerful person should be in the process of developing the following Standards for Mathematical Practice:

1. Make sense of problems and perseverance 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 Students will be assessed in the following areas:

1. Uses place value understanding to round and estimate

- Uses place value understanding to round whole numbers to the nearest 10 or 100

2. Uses place value understanding to add and subtract with regrouping

- Uses place value understanding to add and subtract within 1000

3. Solves problems and explains patterns in arithmetic
 - Solves multiple step word problems using the addition, subtraction, multiplication, and division
 - Represents problems using equations
 - Assesses the reasonableness of answers
4. Understands properties of multiplication and relationship between multiplication and division
 - Understands the relationship between multiplication and division
 - Applies knowledge of fact families to solve problems
5. Knows products and related quotients through 100
 - Fluently recalls all products up to 10×10
 - Fluently recalls all related quotients up to 10×10
6. Reasons with shapes and their attributes
 - Recognizes basic elements of geometric objects (line segment, point, vertex, perpendicular, parallel lines)
 - Names and explores geometric shapes and their component parts (angles, sides, vertices, line segments)
 - Categorizes geometric shapes based on their attributes
7. Understands and measures area and perimeter
 - Accurately finds the perimeter of a variety of shapes
 - Measures area by counting square units
 - Calculates area using addition and multiplication strategies
8. Solves problems involving measurement and estimation of time, liquid volume, mass, and length/distance
 - Measure and estimate using standard and metric measurements
 - Using standard measurement, measures to the nearest quarter inch
 - Tells and writes time to the nearest minute
 - Solves problems to the nearest minute
9. Demonstrates understanding of fractions
 - Understands that fractions are parts of a whole
 - Represents fractions on a number line
 - Compares fractions
 - Recognizes and generates equivalent fractions
10. Represents and interprets data
 - Creates scaled pictographs and bar graphs
 - Interprets data from pictographs and bar graphs

Science

Students will be given opportunities to discover, reinforce, and apply scientific concepts. Concepts are determined by the Michigan Academic Standards. The engineering design process will be applied and extended through the use of Project Lead the Way modular units and grade level units.

- 1. Demonstrates an understanding of Engineering, Technology, and Applications of Science**
- 2. Demonstrates an understanding of Life Science**
- 3. Demonstrates an understanding of Earth and Space Science**
- 4. Demonstrates an understanding of Physical Science**

Project Lead the Way

Project Lead the Way is the STEM Curriculum for Midland Public Schools. Each grade level engages in four interdisciplinary units in the areas of life science, physical science, earth and space science, technology and engineering. The units are designed with compelling activities, projects, and problems that build upon each other and relates to the world around them.

Project Lead the Way Third Grade Modules:

- Stability and Motion: Science of Flight
- Stability and Motion: Forces and Interactions
- Variation of Traits
- Programming Patterns

Cereal City

Cereal City Science is designed to allow students to build scientific knowledge by inquiring into real world situations. Throughout each unit, students will be asked to question, investigate, develop and refine models about scientific processes. Students are placed in the role of scientist and engineer to engage, explore, explain, elaborate, and evaluate on scientific content.

Cereal City Third Grade Module(s):

- Life Cycles and Survival in an Ecosystem

Social Studies

The third-grade theme for the Midland Public Schools' social studies program is Michigan history (beginnings to statehood). Students will focus on social studies knowledge concepts and skills. These concepts will be integrated across disciplines using multiple strategies and resources to foster students' ability to become responsible and participating citizens.

- 1. Demonstrates an understanding of history**
- 2. Demonstrates an understanding of geography**
- 3. Demonstrates an understanding of civics and government**
- 4. Demonstrates an understanding of economics**
- 5. Demonstrates an understanding of public discourse, decision making and citizen involvement**

ART

Art instruction provides children with opportunities to focus on their natural ability to express their perceptions and create and appreciate the visual arts. Lessons and activities are designed to encourage the third-grade child's creativity and self-expression. The art specialist and the classroom teacher work cooperatively to teach art skills which often enrich instruction in other curricular areas.

Students will be responsible for:

- showing originality
- respecting the work of others
- developing an appreciation for visual arts
- using supplies appropriately
- understanding purpose and use of materials and tools
- finishing projects independently
- creating art that has personal meaning
- acquiring a vocabulary to describe works of art
- applying introduced skills and techniques
- participating cooperatively as an individual
- participating cooperatively as a group member
- following directions

1. Is a cooperative learner

Ext Encourages others to follow directions, uses supplies appropriately and respects the work of others

Ach Follows directions, uses supplies appropriately, respects the work of others

Dev Follows directions, uses supplies appropriately, respects the work of others, with reminder

NY Has difficulty following directions, respecting the work of others or using supplies appropriately

2. Acquiring skills in art techniques and concepts

Ext Demonstrates self-motivation to expand concepts and techniques taught

Ach Consistently demonstrates an understanding of concepts and techniques taught

Dev Generally, demonstrates an understanding of concepts and techniques taught

NY Rarely demonstrates an understanding of concepts and techniques taught

GENERAL MUSIC

Music provides children opportunities for aesthetic expression and appreciation. The curriculum provides experience with listening, singing, movement and musical instruments.

The curriculum is designed to provide an awareness and knowledge of musical elements. The music specialist and the classroom teacher work cooperatively to complement other curricular areas and to develop a level of competence.

Students will be responsible for:

- performing tonal patterns at grade level
- reading and performing rhythm patterns at grade level
- distinguishing between high-low; loud-soft; fast-slow
- handling instruments with care and concern

- participating cooperatively in a group and individually
- demonstrating an echoed rhythmic pattern
- learning to appreciate and enjoy a variety of musical styles and sounds
- learning to appreciate music from various cultures

1. Is a cooperative learner

- Ext** Demonstrates to other students the proper techniques for the use of instruments, consistently serves as a positive role model for other students, encourages other students to follow directions and value vocal music, participates with an enthusiasm and maturity beyond his/her age
- Ach** **Shows care and concern for proper handling of instruments, works well with others, consistently follows directions, participates with enthusiasm**
- Dev** Demonstrates an understanding of the use of instruments, but does not always use good judgment, learning to work with other students, generally follows directions, and participates
- LIM** Misuses instruments, mistreats other students, does not follow directions, does not participate

2. Acquiring pitch skills

- Ext** Can read and perform tonal patterns above grade level
- Ach** **Is able to perform tonal patterns at grade level**
- Dev** Is inconsistently matching pitch
- LIM** Does not match pitch or is not using a singing voice

3. Acquiring rhythm skills

- Ext** Can successfully read and perform rhythm patterns above grade level.
- Ach** Can successfully read and perform rhythm patterns at grade level.
- Dev** Successfully keeps a steady beat, but is not performing and/or reading patterns at grade level
- LIM** Is not yet able to keep a steady beat and struggles in making progress toward this goal

PHYSICAL EDUCATION

Although gross motor skills are developed throughout the third-grade program, they are a specific focus of the physical education program. The physical education teacher provides lessons and activities in which students participate in-group games and individual activities designed to further develop large and small muscle groups. Children are expected to follow the rules of the games, put forth effort, display good sportsmanship and work well with teammates. The physical education teacher will assess students based on skills such as:

- skipping
- galloping
- hopping
- jumping
- kicking
- throwing
- catching
- acquiring and maintaining physical fitness

- sustaining physical activity
- showing cooperative behavior
- following directions of the game/activity/instructor
- displaying good sportsmanship
- using equipment appropriately
- participating in physical activities
- fighting germs that prevent colds and flu
- building on previous knowledge concerning the negative effects of alcohol and inappropriate drugs
- learning the 5 food groups and the importance of a balanced diet

1. Acquiring gross motor skills

Ext Demonstrates ability to use acquired gross motor skills while participating in games/team sports

Ach Consistently demonstrates the ability to skip, gallop, hop, jump rope, kick and throw and catch correctly

Dev Inconsistently demonstrates one or more of the following skills: skipping, galloping, hopping, jumping, throwing, catching, and kicking

LIM Has not demonstrated one or more of the following skills: skipping, galloping, hopping, jumping, throwing, and catching

2. Demonstrates body control

Ext Exceeds expectations in both effort and sustained gross motor skills

Ach Consistently completes sustained gross motor skills

Dev Inconsistently completes sustained gross motor skills

LIM Tires easily during sustained gross motor skills

3. Is a cooperative learner

Ext Exceeds expectations in following directions, displays good sportsmanship and uses equipment appropriately

Ach Follows directions, displays good sportsmanship and uses equipment appropriately

Dev Inconsistent in following directions, displaying good sportsmanship and/or using equipment appropriately

LIM Has difficulty following directions, displays poor sportsmanship or misuses equipment

4. Participates

Ext Participates with enthusiasm and exceeds expectations in efforts

Ach Consistently involved in appropriate activities and displays appropriate effort

Dev Inconsistently involved in appropriate activities and effort

LIM Refuses to join in physical activities or shows little or no effort

World Language

Children today learn a world language through an approach different from when their parents were in school. Language acquisition and learning about a different culture is much improved when students

are taught in the language through a fun, meaningful and functional approach. A young learner is more apt to make the most of learning a world language when comprehension and flexibility in thinking skills (such as concept learning, problem solving, and critical and divergent thinking) can be developed over time.

The third grade world language program reinforces basic skill areas by offering children a range of experiences connecting with mathematics, global awareness, language arts, music, physical activities, technology, art and science.

Developing listening comprehension in third grade is a very important part of the communication process. Listening comprehension, speaking, storytelling and functional messages build the language base necessary for reading and writing. At this level, reading and writing continue through the whole language approach as well as through exposure to phonics and sight words. Listening, speaking, reading and writing are woven into instruction time throughout the year with one skill receiving more attention than others at various times.

Students will be responsible for:

- Demonstrating listening comprehension in the world language(s)
- Using alphabet and vowels in world languages for sound recognition
- Using charts, graphs and webs to help the learning process
- Naming, labeling, classifying, sorting, comparing, and describing pictures and objects
- Enjoying literature, cultural activities and world cultural music
- Recognizing cognates

1. Demonstrates listening comprehension (follows directions, repeats and responds)

Ext Applies prior learning in new situation; follows verbal directions, repeats or responds consistently; responds accurately to verbal, total physical response or concrete clues; infers meaning by recognizing cognates, key words or phrases in limited unfamiliar contexts

Ach Follows verbal directions, repeats or responds; responds to simple verbal, total physical response or concrete clues; infers meaning by recognizing cognates, key words or phrases in familiar contexts

Dev Is able to follow, repeat, and respond occasionally to verbal directions; sometimes responds to simple verbal, physical response, or concrete clues; beginning to infer meaning by recognition of cognates, key words or phrases in familiar contexts

LIM Is not able to follow, repeat or respond to verbal directions; is unable to respond to simple verbal, total physical response or concrete clues; is unable to infer meaning by recognition of cognates, key words or phrases in familiar contexts

2. Uses content through speaking, reading, writing

Ext Produces words that correspond to objects, visuals, gestures and illustrations spontaneously; uses words and phrases independently; begins to apply learned structures to new situations in speaking or reading; writes with accuracy when copying written language and begins to use own spelling when writing on their own

Ach Produces words on familiar topics that correspond to objects, visuals, gestures and illustrations; imitates modeled words and phrases and uses them independently in speaking or reading; writes consistently with accuracy when copying written language

Dev Produces some words that correspond to objects, visuals, gestures or illustrations in speaking; imitates some modeled words and phrases in speaking or reading; writes with

accuracy inconsistently when copying written language

LIM Is not able to produce words that correspond to objects, visuals, gestures or illustrations; is unable to imitate modeled words and phrases in speaking or reading; is unable to write with accuracy when copying written language

3. Demonstrates world language cultural awareness

Ext Demonstrates a solid understanding of world culture(s) through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); shows exemplary awareness of differences and similarities between the world culture(s) and home cultures; independently applies cultural awareness

Ach Demonstrates a clear understanding of world culture(s) through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); is in the process of discriminating differences and similarities between the world culture(s) and home cultures

Dev Hesitant, but occasionally demonstrates an understanding of world culture(s) through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); is in the process of discriminating differences and similarities between the world culture(s) and home cultures

LIM Does not demonstrate an understanding of world culture(s) through re-enactment, written activity or authentic materials (i.e. music, food, literature, crafts); cannot discriminate differences and similarities between the world culture(s) and home culture

4. Is a cooperative learner

Ext Serves as a positive role model for others, invites involvement of peers in the learning process, consistently demonstrates initiative, shows consistent enthusiasm in classroom activities

Ach Makes eye contact with speaker and is an engaged listener, often demonstrates initiative, attempts new activities once introduced, volunteers often, contributes appropriately in learning activities

Dev Inconsistently makes eye contact with speaker, is hesitant but occasionally tries new activities with assistance and/or encouragement, contributes to learning activities with prompting

LIM Rarely makes eye contact with speaker, seldom contributes to learning activities even with prompting, demonstrates uncooperative behaviors with teacher and classmates

NWEA

NWEA MAP Growth - MAP tests are based on a continuum of skills in Mathematics and Reading from low skill levels to high skill levels. MAP assessments help teachers identify the instructional level of the student and also provide context for determining where each student is performing in relation to local or state standards and national norms. NWEA MAP Growth is utilized grades 1-8 for Reading and Math. MAP Reading Fluency is used in Developmental Kindergarten and Kindergarten.