

Carlisle Public Schools
THIRD-GRADE CURRICULUM OVERVIEW

Mission and Vision of the Carlisle Public Schools

Carlisle Public Schools cultivate balanced learners who can stand confidently with one foot in the field and the other in the future.

We create a nurturing and individualized experience for our students and highly value personal relationships. We prioritize social-emotional and physical health. We include a project-based approach to help students develop their knowledge, skills, and interests. We provide multiple ways for students to demonstrate understanding and mastery, de-emphasizing state standardized assessments. Students engage in the classroom and in the community, with educators, local experts, and Carlisle’s natural resources to understand how their studies can be applied to civic life to help solve local and global problems. We break down barriers between traditional subjects and create opportunities for students to develop their understanding of the world and extend their perspective and thinking beyond our town borders.

A CPS GRADUATE IS:

- A resilient and adaptable **lifelong learner** who is empowered to pursue their interests.
- A self-aware and **reflective individual** who takes responsibility for their actions, outcomes and learning.
- A caring, kind and engaged **global citizen** who works to forward identified goals.*
- An **advocate for social justice** who acts with skill and courage against prejudice and towards equity.
- A creative and competent **problem solver**, appreciative of diverse thinking.
- An **independent thinker**, willing to question the status quo and weigh the evidence.
- An **effective communicator & collaborator** who can work with diverse teams, listen and articulate thoughts and ideas persuasively.

*Current goals are aligned with UN Sustainable Development goals.

Core Values:

Academic Excellence

Creativity

Respect

Responsibility

A fuller expression of these values would include . . .

We always look beyond what we now know.

We constantly work to know more.

*We are respectful toward all in our community.
We use what we know to help others.
We take responsibility for ourselves and for others.*

Goals of Carlisle Public Schools

Goal 1: *Provide A Rich Curriculum In Order To Maximize Student Learning*

The District will assess the curriculum through review cycles and will foster vertical and horizontal articulation and implementation in curriculum, assessment, and instructional practices. The District will continue to work toward aligning the Carlisle and Concord curricula. Our staff development plan, grounded in a professional learning community based on best practices, will lead to ongoing student assessment and differentiated instruction to meet the needs of all Carlisle students and prepare them for high school and for a global community.

1. Continue the process of curriculum review, alignment, and improvement
2. Support the implementation of our selected anti-bullying curriculum Olweus, and identify and implement a more formal social-emotional curriculum.
3. Continue to enhance the instructional practices of professionals to meet the needs of all learners.
4. Investigate and identify opportunities for our students to develop their ‘global perspective.’

Goal 2: *Build a Community of Respect in a Safe and Healthy Learning Environment*

The district will promote and maintain an inclusive, safe, and respectful environment that fosters leadership and healthy living. The administration, staff, and students will engage in honest and open dialogues to further encourage the development of a culture of trust and respect.

1. Develop a strong and effective district leadership team.
2. Use data to inform our work in identifying and implementing additional strategies to enhance the social and emotional environment of our school.
3. Evaluate best practices for the delivery of social-emotional and academic support services.
4. Continue to work collaboratively with our community partners to enhance and strengthen relationships and communication.

Goal 3: *Integrate Technology*

The district will integrate technology into the curriculum. Staff development opportunities will be provided to encourage the integration of technology into units of study to support student achievement and proficiency.

1. Use data to evaluate how our current instructional integration of technology aligns with the SAMR (Substitution, Augmentation, Modification, and Redefinition) model and identify necessary supports to encourage movement along the continuum.
2. Develop a 3-year plan for instructional technology support and integration.

3. Create and support further opportunities for technology integration professional development for all faculty and staff.

Goal 4: *Meet Space Needs and Manage the Resources of the Carlisle Public Schools*

The district will work closely with the town to meet the space needs of the staff and students at Carlisle Public Schools. The district will promote efficient management of CPS resources.

1. Develop a fiscally responsible FY18 Budget that continues to provide the resources needed for an excellent education for Carlisle students, while successfully maintaining the town approved 2017-2018 budget.
2. Assess the future impact of projected declining enrollments and design options to address findings.
3. Assess the current and future facility needs of the district, and develop a plan to address those needs.
4. Explore use of social media to communicate with parents and staff.

Third-Grade Curriculum

In third grade students begin to apply previously learned skills to more in-depth studies in the content areas. Students work individually, in partnerships, in small cooperative groups and as a whole class. Through frequent sharing of ideas and information, children learn to respect and value different opinions and points of view.

Third grade has adopted a “limited homework practice.” In lieu of formal, nightly homework, all students are encouraged to read daily for a minimum of twenty minutes a night, including a range of genres. Students will participate in three long-term, hands-on projects connected to various aspects of the third-grade curriculum. Teachers will assign differentiated, targeted practice of specific skills and concepts on a need-be basis.

The bully prevention, social emotional education program for third grade, Olweus, is designed to improve students' self-esteem, work habits, problem-solving skills and social relationships. Through discussion groups, hands-on activities, writing, drawing, and role-playing, children learn to appreciate one another's unique qualities.

Community service projects include monthly activities with kindergarten "buddies.”

Third-Grade Language Arts Curriculum

The goal of the third-grade language arts program is to enhance the growth of thinking strategies and communication skills in an environment that encourages students to read, write, listen and speak. Students are expected to think, to experiment and to learn from their experiences. A concerted effort is made to help students understand that reading and writing are integrally connected.

Fundations

Fundations systematically and comprehensively instructs students in phonemic awareness and word study (both phonemic and high frequency sight words) and contributes greatly to fluency, vocabulary development, and the applications of strategies for understanding text. All of these are necessary for the successful development of reading comprehension. Additionally, Fundations sets the foundation for writing with the study of English orthography for spelling, as well as the basic skills for capitalization and punctuation. The following skills are directly taught in this program:

- Phonological Awareness
- Phonemic Awareness and Alphabetic Principle
- Sound Mastery
- Phonics
- Vocabulary
- High Frequency “Trick Words”
- Fluency
- Comprehension
- Spelling
- Punctuation and Capitalization

Writing

The writing process instructional approach provides the foundation for our writing program. Students are taught that writing involves planning, drafting, revising, editing and publishing. Children are provided with regular blocks of time, choices of topics that connect to their experiences, positive and constructive responses to their ideas and a literary environment in which to develop their writing. Students share their writing in conferences with teachers and/or peers who listen and respond in an effort to help writers to focus, develop and improve their pieces.

In writing workshops, mini-lessons are presented to teach writer’s craft and to address concepts, skills, mechanics, spelling, or elements of writing that a whole class is ready to grasp. Much in-class instruction is in the form of individual or small group writing conferences.

All third graders will learn how to write and publish the following kinds of writing pieces:

- Narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- Informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Opinion pieces on topics or texts, supporting a point of view with reasons.

- Poems, descriptions, and stories in which figurative language and the sounds of words (i.e. alliteration, onomatopoeia, rhyme) are key elements.

The particular conventions of grammar that will be taught in third grade include:

- Explain the function of nouns, pronouns, verbs, adjectives and adverbs.
- Form and use regular and irregular plural nouns.
- Form and use regular and irregular verbs.
- Form and use simple verb tenses.
- Produce simple, compound and complex sentences.

The particular conventions of capitalization, punctuation and spelling that will be taught include:

- Capitalize appropriate words in titles.
- Use commas in addresses.
- Use commas and quotation marks in dialogue.
- Form and use possessives.
- Use conventional spelling for high-frequency words and for adding suffixes to base words.
- Use spelling patterns (word families, syllable patterns, ending rules, meaningful word parts) in writing words.

Reading

Students need to read widely in order to expand comprehension to higher levels, to improve vocabulary, to increase reading rate, to explore a variety of literary forms and to develop a positive attitude toward reading. Moreover, reading enables students to think beyond themselves, to understand alternative viewpoints and ways of life, and to experience the richness of cultural heritage. The language arts program enables students to reach these goals by focusing on different kinds of reading experiences: independent reading, partner reading, guided reading groups and whole class read alouds. Structured lessons encourage students to expand their reading experiences by exposing them to a wide variety of literature.

Students in grade three will be taught how to do the following when reading fiction:

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text for the answer.
- Recount stories (i.e. fables, folktales, and myths) to determine the central message, lesson or moral and explain how it is conveyed through the key details of the text.
- Describe characters in a story (i.e. their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.
- Determine the meaning of words or phrases as they are used in a text, distinguishing between literal and nonliteral language.
- Refer to parts of stories, dramas and poems, using terms such as chapter, scene and stanza to describe how each successive part builds upon earlier sections.
- Distinguish their own point of view from that of the narrator.
- Explain how specific aspects of a text's illustrations contribute to what is conveyed in the story.
- Compare and contrast themes, settings and plots of stories written by the same author about the same or similar characters. Students in grade three will be taught how to do the following when reading non-fiction:
 - Determine the meaning of general academic and domain specific words and phrases.

- Use text features and search tools (i.e. sidebars, key words, hyperlinks) to locate information relevant to a given topic.
- Use information gained from illustrations (maps, photographs) and the words in the text to demonstrate an understanding of the text.
- Describe the logical connection between particular sentences and paragraphs in a text (i.e. comparison, cause/effect).
- Compare and contrast the most important points and key details presented in two texts on the same topic.

Third-Grade Mathematics Curriculum

During the school year, all third graders will use the *Everyday Mathematics* program. *Everyday Mathematics* is a comprehensive mathematics program developed by the University of Chicago School Mathematics Project.

The third-grade curriculum promotes sound mathematical reasoning, flexible problem solving and skillful calculation. Daily oral and written exercises help children extend their understanding of our number system and connect numbers to real life. Students are challenged to explain their thought processes and to generate multiple solutions through such questions as: "How did you arrive at your answer?" "Are there other ways to get this answer?" and "Does your answer make sense?"

Operations and Algebraic Thinking

- Review 100 basic addition and subtraction facts and multiple digit addition and subtraction with re-naming.
- 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

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

Number and Operations—Fractions

- Develop understanding of fractions as numbers.

Measurement and Data

- 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

- Reason with shapes and their attributes.

Third-Grade Science Curriculum

Children learn concepts of physical, earth and life science through experiential laboratory activities, demonstrations, discussions, reading, and audio-visual media. The KnowAtom Third Grade Science system introduces students to the Scientific Method and Engineering Design Process. Students learn how to gather data using instruments such as pan balances and graduated cylinders and use these measurements to draw conclusions. Science instruction is sometimes integrated with other curriculum areas, including math, writing, social studies, reading and art.

Earth & Space Science - Earth in Motion, Weather and Water

Life Science - Life on Earth, Life Cycles and Traits

Physical Science - Energy in Motion, Forces in Our Environment, Magnetism & Electricity, Patterns in Sound, Patterns in Light

Engineering - Students will explore using the engineering design process with a few hands-on activities. These include flood control, building a skyscraper, and lastly building windmills.

Third-Grade Social Studies Curriculum

Massachusetts and its Cities and Towns: Geography and History

Using local historic sites, historical societies, and museums, third graders learn about the history of Massachusetts from the time of the arrival of the Pilgrims. They also learn the history of their own cities and towns and about famous people and events in Massachusetts' history. In addition, they read biographies of prominent Massachusetts people in science, technology, the arts, business, education, or political leadership in order to learn how they contributed to Massachusetts history. Other units include Native Americans and Colonial America (with emphasis on Massachusetts and the Northeast).

Third-Grade Special Events

Each year the third-grade students will take part in a variety of special events and activities.

- Field trips to Plymouth Plantation and the Mayflower
- Field trip to Lowell Mills
- Field trip to Boston. In Boston, students participate in a mock debate over British tea, conducted at the Old South Meeting House.