

# ELEMENTARY CURRICULUM HANDBOOK

[www.herricks.org](http://www.herricks.org)



GRADE  
3



HERRICKS  
PUBLIC  
SCHOOLS

Revised 2023



## CURRICULUM

The Herricks name is synonymous with quality, and the district is genuinely committed to meeting the needs of all students. Innovative techniques, combined with years of experience and expertise, are educational cornerstones of the district. Districtwide, the Herricks program is a comprehensive learning experience offering a number of alternatives as well as a wide range of methods within a core program of traditional classroom instruction. A strong network of support services is provided for all students. District policy encourages small class size and close interpersonal relationships among teachers and students. Each student is afforded the time and nurturing necessary to develop qualities of individuality and strength.

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## DEPARTMENT LEADERS

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[herricks.org/departmentsleaders](http://herricks.org/departmentsleaders)

# English Language Arts



## Reading

Students in third grade will experience a balance of literature and informational texts in the context of instruction designed to create opportunities for children to engage in a variety of topics and texts. During Reading Workshop, students will take part in learning activities that include read alouds, paired readings, shared readings, and activities that incorporate speaking and writing in response to what students have read. Speaking and writing about what they have read supports language development and knowledge building.

Students in third grade will be at varying stages of development as word readers and text comprehenders. By the end of the school year, they should have good word-reading skills and be developing reading comprehension strategies in order to read appropriately complex literary and informational texts at or above grade level. To bolster students' text comprehension skills, teachers provide large-group, small-group and individual reading activities with materials that are content-rich and complex at age-appropriate levels.

Students will also participate in interactive read-aloud discussions of more complex texts that may not be readily accessible to students when reading independently. Students will continue to refine their word reading and comprehension skills as they experience more challenging texts. Teachers aid this progress by engaging students with texts at an instruction and independent level while scaffolding into reading texts at or above grade level through read alouds, discussions and reading-writing connections.



## Writing

During Writing Workshop, third grade students will develop their writing skills through the writing process with a variety of texts. Students will work independently and collaboratively with adults and peers to plan, revise and strengthen their writing. Through these activities students will produce texts, while learning about and developing oral language/writing and reading/writing connections. They will write for multiple purposes (to entertain, explain and persuade). In all writing tasks, students will learn to use and to adjust language to best communicate ideas, content and message to readers; that is, third graders will engage in enacting the distinction between conversational and academic language and their purposes and use. Students' academic language skills, including written language, co-develop with content and world knowledge and through opportunities to read, write and discuss with peers.



## Vocabulary and Word Work

Throughout the year, students will be immersed in vocabulary-rich instruction. They will be exposed to vocabulary across all content areas, as well as through literary and informational read alouds. Different grammatical forms of base words will be studied. Students will be encouraged to utilize new terms in conversations and published pieces.



## Library

Students in grades 3-5 will continue their development of library and research skills. By the end of fifth grade, students will understand how to navigate all sections of the library independently and be able to recognize, identify and locate various print materials. In addition, students will learn how to utilize the online catalog to search for information in a variety of ways. They will have experience utilizing various databases that our library offers to answer self-generated research inquiries. Through their research work, students will learn how to cite sources, utilize text features, use technology to organize information and take notes using various note-taking strategies. They will be introduced to the concept of copyrighted material and how to avoid plagiarism. Students will also engage critically with media sources to assess the credibility and relevance of various sources while taking into consideration the author's intent and point of view. Finally, students will continue to develop as digital citizens by practicing how to cautiously navigate the Web, understanding their own online footprint, and serving as models for others when it comes to behaving responsibly and ethically online.

# Math



The Herricks Department of Mathematics promotes intellectual curiosity and cultural expression, values diversity and is committed to providing the skills and knowledge that will serve students throughout their lives. Our K-5 curriculum is reflective of the New York State Next Generation Mathematics Learning Standards. The Next Generation Learning Standards helps to define what students should understand and be able to do in their study of mathematics. They further specify the understanding, knowledge and skills that students should acquire from pre-K through commencement in 12th grade.

Students will be engaged in dialogue and learning experiences that allow them to develop a deep understanding of the foundational domains of mathematics: number sense, operations and algebraic thinking, geometry, and measurement and data. Mathematics learning in third grade is built around four domains.

In the **Operations and Algebraic Thinking** domain, students:

- Develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays and area models.
- Use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors.
- Compare a variety of solution strategies to learn the relationship between multiplication and division.

In the **Number Sense and Operations Fractions** domains, students:

- Develop an understanding of fractions, beginning with unit fractions, and use fractions along with visual fraction models to represent parts of a whole.
- Understand that the size of a fractional part is relative to the size of the whole.
- Use fractions to represent numbers equal to, less than and greater than one.
- Solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators.

In the **Measurement and Data** domain, students:

- Recognize area as an attribute of two-dimensional regions.
- Measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps.
- Understand that rectangular arrays can be decomposed into identical rows or into identical columns.
- Connect area to multiplication, and justify using multiplication to determine the area of a rectangle.

In the **Geometry** domain, students:

- Classify polygons by examining their sides and vertices.
- Relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

[New York State Next Generation Mathematics Learning Standards](#)

[Standards for Mathematical Practice](#)

# Social Studies



Social studies is intended to promote civic competence through the integrated study of the social sciences and humanities. Within the school program, social studies provides coordinated, systematic study that draws upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, belief systems and sociology, as well as upon appropriate content from the humanities, mathematics and natural sciences. The primary purpose of social studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world (adapted from the National Council for the Social Studies [NCSS] definition of social studies).

The **NYS Social Studies Framework** allows for:

- Students to develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary source documents, and disciplinary skills and practices.
- Students to be assessed on their understanding of key ideas and conceptual understandings as well as social studies practices.
- Students to be instructed across the K-12 spectrum by using a cohesive set of themes, key ideas and concepts.
- Districts and teachers to continue to have decision-making power about how to teach and illustrate key ideas and conceptual understandings to promote student understanding.

In third grade the focus in social studies is Communities Around the World. Students bring with them knowledge about their communities and learn about communities around the globe and global citizenship.

Students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as social action. Teachers select at least three communities to study in more depth that represent different regions of the world, types of communities and governmental structures. The communities selected reflect the diversity of local communities.

[K-12 Social Studies Framework New York State Education Department](#)

# Science



In Herricks, we provide students with an Activity, Project, Problem-Based (APB) instructional approach for science. The APB approach engages students in active development of knowledge and skills that are then transferred as they solve open-ended problems. In addition to content knowledge, students are building problem-solving, critical thinking, collaboration, communication and self-directed learning skills.

Students learn science best through the scientific method and the engineering design process. These learning experiences help them develop an understanding of core ideas and gain hands-on experience with science and engineering practices. This will help students build the conceptual understanding that prepares them for the 21st century.

## Scientific Method:



## Engineering Design Process:



In **third grade**, the curriculum focuses on:

- **Earth and Space Science:** BOCES 4 Science (BOCES4) **Weather and Climate.**
  - Students plan and conduct an investigation to determine the connections between weather and water processes in Earth systems.
- **Life Science/Elementary Enrichment Unit:**\* Project Lead the Way (PLTW) **Variation of Traits.**
  - Students analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- **Physical Science/Engineering and Technology:** PLTW Stability and Motion, Forces and Interactions.
  - Students make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
- **Life Science: Generations of Butterflies.**
  - Students construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well and some cannot survive at all.

\*Enrichment units are for all students and will be included if time permits.

# Health



The Herricks health curriculum utilizes core pieces of The Great Body Shop. This comprehensive health curriculum is sequential, developmentally appropriate, culturally sensitive and medically accurate. Each year builds upon the skills of the prior year, enabling the students to learn, practice and apply those skills. This skill-based approach includes big ideas that cover all aspects of physical, mental, social-emotional health and safety.

These **big ideas** include:

- **Injury Prevention and Personal Safety.**
  - Understanding concept of risk; safety at home and away; communication during emergencies.
- **Nutrition.**
  - Nutritional guidelines/goals; food handling and labeling laws.
- **Functions of the Body.**
  - Eye: parts, functions, problems and injury/disease prevention.
- **Growth and Development and the Cycle of Family Life.**
  - Different types of families; family responsibilities and traditions.
- **Disease and Illness Prevention.**
  - Viruses, bacteria and fungi; disease and the community.
- **Substance Abuse Prevention.**
  - Predicting consequences of drug addiction; saying no to smoking, drinking and drugs.
- **Community Health and Safety.**
  - Rules and laws for community health; community service.
- **Self-Worth, Mental and Emotional Health.**
  - Respecting different points of view; goals for healthy friendships.
- **Environmental and Consumer Health.**
  - Environmental protection rules; food labels; food handling.
- **Physical Fitness.**
  - Benefits and enjoyment of exercise; personal safety in sports.

[The Great Body Shop K-6 program guide](#)

# Physical Education



The Herricks Elementary Physical Education program is aligned with the New York State Physical Education (NYS PE) Learning Standards. The Herricks program is not only designed for students to develop their gross motor skills, but also to practice good sportsmanship and to foster respect for others, the equipment and themselves.

The NYS PE Learning Standards are categorized by six anchor standards that support students in acquiring lifelong practices that promote community membership, healthy lifestyle and physical activity.

- **Standard 1.**
  - Students demonstrate competency in a variety of motor skills and movement patterns.
- **Standard 2.**
  - Students apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
- **Standard 3.**
  - Students demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- **Standard 4.**
  - Students exhibit responsible personal and social behavior that respects self and other.
- **Standard 5.**
  - Students recognize the value of physical activity for overall wellness, enjoyment, challenge and/or self-expression.
- **Standard 6.**
  - Students recognize career opportunities and manage personal and community resources related to physical activity and fitness to achieve and maintain overall wellness.

Third grade students are becoming better at communicating emotions and ideas and are increasingly aware of peers. They continue to possess varying physical abilities; therefore, the grade-level outcomes reflect the sensitivity of these diversified skills. Third grade physical education will emphasize effort, awareness and quality of movement. Through a variety of physical activities, students will identify the components of health-related fitness and will explain how health-enhancing behaviors influence overall wellness. Opportunities are provided for students to persevere through challenging activities.

## **Activities/Units:**

- Locomotor and Nonlocomotor Movement Skills.
- Sports Skills.
- Introduction to Team Sports – Team Sports Lead-Up Games.
- Cooperative Games.
- Circus Arts.
- Tumbling/Gymnastics.
- Obstacle Course Challenge.
- Jump Rope for Heart.
- Fitness (Stations).
- Track and Field.
- Recess Games.
- Field Day.

# Art



In third grade students will deepen their understanding of their place as world citizens. Art from different cultures will be studied to expose students to unique art processes and indigenous materials, allowing a more global experience. Two-dimensional and three-dimensional art both play an important role. Integrating the art curriculum with the academic areas will continue to provide a variety of learning experiences for students while self-reflection and assessment will enable artists to grow and develop self-confidence.

**Artistic Objectives** (as per the New York State Art Standards):

- **Creating.**
  - Students create projects and refine skills with tools and supplies.
  - Students consistently use and explore elements and principles of design.
  - Students apply knowledge of available resources, tools and technologies to investigate personal ideas through the artmaking process.
- **Performing.**
  - Students identify exhibit space and prepare works of art including artists' statements for presentation.
- **Responding.**
  - Students speculate about the artistic process an artist used to create a piece of work.
  - Students identify messages communicated by images.
  - Students respond to set criteria with personal observations.
  - Students interpret mood in artwork by analyzing subject matter and characteristics of form and use of media.
- **Connecting.**
  - Students connect projects and concepts to personal experiences and cultural influences.
  - Students respond to verbal and visual models based on set criteria.

[New York State Art Standards](#)

# Music



Concepts introduced in earlier grades are further developed in third grade. Students will sing, read and write solfege, read complex rhythms and further explore concepts of instruments and timbre. Concepts of form and expression are developed through listening, performing, dancing and writing. Students also learn how to play the recorder and will be able to perform short melodies on their own and in groups.

**Musical Objectives** (as per the New York State Music Standards)

- **Creating.**
  - Students improvise sound effects within a context of stories and poems.
  - Students create and play rhythm patterns, melodies and new verses.
- **Performing.**
  - Students sing, move and play recorders.
  - Students describe and demonstrate good performance and concert etiquette.
- **Responding.**
  - Students tell or show with movement how music makes them feel.
  - Students learn and use simple music vocabulary corresponding to the music elements and concepts covered in class.
- **Connecting.**
  - Students listen to music, sing songs and share what the songs are about.

[New York State Music Standards](#)

# Computer and Technology



The elementary computer curriculum emphasizes a hands-on approach for developing computer fluency and digital literacy. Students in kindergarten through fifth grade have access to computer technology through computer instruction. All students have access to 1:1 Chromebooks. All classrooms are equipped with document cameras and a large-screen interactive display for demonstrations. Various educational software titles are available to students in addition to filtered internet access throughout the school building. Students must understand and know how to use digital technologies to lead productive and successful lives upon graduation. Technology knowledge and skills are vital for full participation in 21st-century life, work and citizenship.

Every student will know how to live productively and safely in a technology-dominated world. This includes understanding the essential features of digital technologies, why and how they work, and how to communicate and create using those technologies. Herricks has adopted the NYS K-12 Computer Science and Digital Fluency Standards. They are organized into five concepts:

- **Impacts of Computing.**
  - Understand the evolving impact of computers on society.
- **Computational Thinking.**
  - Create meaningful and efficient solutions, often in collaboration.
- **Networks and Systems Design.**
  - Understand hardware, software, networks and the internet.
- **Cybersecurity.**
  - Assess risks, build safeguards and respond to security breaches.
- **Digital Literacy.**
  - Create, communicate and have a positive digital footprint.

Each of these concepts is covered in third grade at an age-appropriate level.

As a sample, as part of the Computer Science and Digital Fluency Standards regarding Impacts of Computing, Grades 2-3:

“2-3.IC.1 Identify and analyze how computing technology has changed the way people live and work. (The focus should be on how advancements in computing technology have changed careers and lives.)”

The curriculum is aligned to the new standards and the intention is to follow and implement the newly adopted mandate. For more information, please see the link below for drilled-down and grade-specific information.

[New York State Computer Science and Digital Fluency Learning Standards](http://www.nysed.gov/curriculum-instruction/computer-science-and-digital-fluency-learning-standards)

(<http://www.nysed.gov/curriculum-instruction/computer-science-and-digital-fluency-learning-standards>)

# Language Immersion Program



Students who enter the Dual Language Immersion Program (DLIP) begin their day in English or Spanish then switch classrooms to receive instruction in the other language. While students are with their Spanish immersion teacher, they receive instruction in mathematics and science entirely in Spanish. English language arts instruction is delivered in English to ensure a high level of English literacy. Instruction in specials such as music, art, library and physical education is also delivered in English. Who delivers the content of the social studies block is decided by the grade-level English teacher and Spanish immersion teacher.

The DLIP is open to all district residents, but is housed at Denton Avenue Elementary School. It follows the same curriculum and uses the same materials as the traditional program. State and national assessments are in English.

[Herricks Dual Language Immersion Program](#)

## English as a New Language



English as a New Language (ENL) teachers work with English Language Learners (ELLs) to make content comprehensible at the student's current level of English proficiency. Some classes are co-taught with content area teachers. This approach is beneficial to all students, ELLs and native English speakers. ELLs also learn in a stand-alone setting for more targeted support.

Whether classes are co-taught or stand-alone is determined at each building to best meet the needs of ELLs based on their level of English proficiency.

[Herricks English as a New Language Program](#)



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