

## **Grade 3 Curriculum Summary**

These curriculum summaries have been developed by teachers and administrators to serve as another way of communicating with parents. They highlight the core curriculum and expectations for student learning at each grade level.

The curriculum summaries describe what most students at a grade level are expected to know and be able to do by the end of the school year. They also reflect the goals of the various [Massachusetts Curriculum Frameworks](#). It is important to note that although children may learn and grow at different rates and through varied styles, all should make regular progress.

While we have high expectations for all students and encourage each student to work to their capacity, parents and teachers recognize that some students have more difficulty in school. Others will progress more rapidly and move well beyond these core expectations. It is the joint responsibility of school and home to provide support, challenge, and encouragement for all students.

### **English/Reading/Language Arts**

The third grade reading/language arts program stresses a continuum of skills and strategies to further develop the literacy skills and strategies introduced in second grade. Core instruction is delivered through the 2017 Houghton Mifflin Harcourt Journeys Reading Program, key components of which include instruction in phonics and decoding, comprehension, fluency, vocabulary, study skills, and writing (including grammar, usage, mechanics, and spelling.) Continued attention is given to skills in listening, speaking, viewing and representing. The core anthology is supplemented by numerous print and digital resources that assist students in the development of close reading and analysis skills. Teachers also integrate reading with content areas such as science, math, and social studies. Key concepts are presented to students in whole-class format while Response to Intervention (RTI) practices allow individual needs to be met in small skill-based groups. Teachers also employ a variety of instructional models and activities to promote the development of fluency and comprehension. The writing process is taught through direct instruction in the Empowering Writers program in order to meet state and local standards for writing in the expository, opinion, and narrative modes. District-wide common assessments monitor student progress in skills indicated by both the Massachusetts Curriculum Frameworks and the core reading program. By the end of grade 3, students will have been introduced to all lower-case and upper-case letters in cursive. Over the course of the year, they will be encouraged to practice cursive through their daily work and homework.

### **Social Studies**

The grade 3 social studies curriculum is aligned with the Massachusetts Curriculum Frameworks for History/Social Science, as well as the English Language Arts and Literacy. It includes map and globe skills including the identification of the New England

states and the geography and topography of Massachusetts. The curriculum also serves as an introduction to Hingham and early United States history. The colonial and revolutionary periods are introduced to students with an emphasis on Native American and colonial cultures. This includes a study of the Wampanoags, which develops an understanding of a particular Native American culture and introduces students to multicultural interactions. An emphasis is also placed on Massachusetts' involvement in the American Revolution. Class time is used in various ways, including teacher presentations, student presentations, small group work, projects, hands-on activities, guest speakers and media presentations. Whenever possible, social studies will be taught in an integrated manner with science, math, language arts, and reading. Teachers will utilize picture books, historical fiction and other trade books to thematically connect literacy to social studies.

### **Science**

Grade 3 students take an inquiry approach to develop and sharpen their skills at obtaining, recording, and analyzing data in order to study their environment. Students use hand-made tools and digital resources to analyze "real time" data to determine weather patterns. Students also summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region. They consider humans' influence on weather-related events and evaluate the merits of design solutions that reduce the damage caused by weather. Students explore motion with tools and toys, such as magnets and paper clips, wheel-and-axle systems, paper air twirlers, and rotating tops, and investigate forces including gravity and magnetism. Students also study the properties of rocks and minerals, conducting a variety of tests to determine distinguishing characteristics and classify rock and mineral samples. Class time is typically devoted to hands-on activities followed by reading and discussions to help students gain an understanding of important concepts. Engineering design challenges are integrated to provide opportunities for students to apply science content.

### **Foreign Language**

The objective of the elementary Spanish program is to create a foundation from which students can develop basic communicative competence in listening, speaking, reading, and writing, as well as an appreciation for the cultures of the Spanish-speaking world. Students will acquire vocabulary that is useful in their everyday world, learn conversational phrases and expressions in context, develop an understanding of the Spanish alphabet and phonetic system, and be well-prepared to study Spanish or French at the middle school.

In 3<sup>rd</sup> grade, our students will learn to:

- count from 0-60
- tell when their birthday is and find out when someone else's birthday is
- tell someone how they feel
- find out someone's age

If you would like to support your child in practicing Spanish, please check out our website at [hpselementaryspanish.weebly.com](http://hpselementaryspanish.weebly.com) for videos, games, reading suggestions, and information about the countries we focus on as part of our elementary curriculum.

## **Mathematics**

The curriculum of the Hingham Public Schools is aligned with and based on the 2017 Massachusetts Curriculum Framework for Mathematics. Hingham uses the [Everyday Mathematics Program \(Wright Group\)](#) as its primary tool to teach the mathematics curriculum.

Third grade Everyday Mathematics content emphasizes the following:

**Numeration** – counting patterns; place-value; reading, writing and modeling whole numbers up to 1,000,000; fractions, decimals & integers.

**Operations & Computation** – automaticity with addition and subtraction facts; multi-digit multiplication and division; fractions and money, estimation.

**Patterns, Functions & Algebra** – number grid, Frames & Arrows, and “What’s My Rule?” activities; relationships between operations; missing parts of number models.

**Geometry** – exploring 2- and 3-dimensional shapes, other geometric concepts.  
**Measurement** – measuring lengths in inches and centimeters; relationships among length and time; areas and perimeters of polygons; time.

**Data & Chance**– collecting, organizing and interpreting data.

Hingham believes that concept mastery comes over a period of time, first through informal exposure and then through more formal and directed instruction. Teachers utilize a combination of whole group instruction, small group activities and individual learning experiences. Student progress is assessed using ongoing and formal unit assessments, as well as monthly basic fact tests. Students may participate in [Continental Math League \(CML\) contest exams](#).

## **Art**

Third grade students are scheduled for art at least once in each six-day cycle. The focus of the curriculum is on refining skills, personal expression and understanding the styles, and influences of native cultures. Students strengthen their use of the elements and principles of art and design. They use more sophisticated color schemes, line qualities, visual texture, and pattern while continuing to use shape, space, composition,

visual rhythm and movement. Students use observation, abstraction, invention, and expression in creating their artwork. Students are introduced to the processes of artistry, including drafting, revising and exhibiting their work. Students learn to classify artwork into categories such as painting, printmaking, collage, etc. Evaluation in third grade is based on students' effort, participation and completing lesson objectives.

## **Music**

Students in grade 3 are scheduled for classroom music at least once in each six-day cycle. Additional instruction is provided so that students learn to play the soprano recorder as an instrument. Instruction is interactive and students will: build on music skills from grade 2; solidify the ability to count rhythms; explore music notation through musical composition; sing melodies accurately and sing rounds and understand the concept of harmony; perform partner songs; understand ABA and rondo forms; and recognize some instruments by sound. Whenever appropriate, instruction will provide opportunities to make connections between music and literature, science, mathematics, and other disciplines.

## **Physical Education**

The physical education curriculum is an activity-based program designed to promote the proper skills and attitudes that are associated with sport, recreation, and good health. The curriculum is presented through individual, partner, group, and team experiences. Major themes for study include: movement; games; recreational or leisure time activities; sports; and physical fitness. Primary grade (K-3) instruction is presented through one or more 40 minute classes in each six-day cycle. Topics for study include: locomotor skills (run, skip, hop, etc.); low organization games; lead-up sports; health; and sportsmanship. Students are expected to show age-appropriate development in both skill and understanding.

## **Computer Science**

This year's emphasis is on developing strong word processing skills and increasing keyboard speed and accuracy. Demonstrated proficiency in these, and other, areas will be tracked throughout the year. Students further their competence in research by using age-appropriate Internet-based search engines to support their classroom curriculum. They will continue to develop skills using the engineering design process to program and code simple machines and devices and will begin to use spreadsheets to collect and graph information.

## **Library/Media**

Students in grade 3 visit the library for both formal library instruction and book selection which includes read-aloud, discussion sessions, and peer sharing opportunities. Students may also use the library for research for class assignments and projects. The library media objectives include: review and reinforcement of skills learned K-2; reviewing organization and rules for use of the library/media center; understanding parts

of a book including glossary and bibliographies; using general encyclopedias; using the online catalog; and developing searching strategies for research.

## **Health**

Primary grade instruction (1-3) involves formal classes as well as informal responses to incidents or related curriculum references (“teachable moments”). Typical subjects for study include: daily hygiene; disease prevention; safety and injury prevention; and physical, social and emotional health. The study of health focuses on the individual, the family, and the community. The major themes are: health habits; safety; nutrition; drug safety; social and emotional health; and smoking prevention. Class time is used for teacher presentation, class discussions, and student projects.

## **Suggestions For Parent Assistance**

- Develop good nutrition, rest, exercise, and safety habits.
- Work with the school to develop good study skills and self-discipline.
- Show an active interest in your child’s daily school activities.
- Help your child to select materials and ideas from home which contribute to class activities and discussions.
- Plan family experiences which support topics studied at school.
- Encourage your child to pursue individual interests such as hobbies, arts, and athletics.
- Volunteer in your child’s school and attend individual conferences and school events.
- Consult with the classroom teacher about specific ways to help your child.
- Provide a place and time for your child to complete homework assignments comfortably and on time.
- Assist your child with the completion and review of homework, but ensure the final product is reflective of the child’s understanding of the assignment.
- Foster an interest in reading by reading regularly to and with your child.

## **Assessment**

Students in grades 3-5 will participate in the next-generation Massachusetts Comprehensive Assessment System (MCAS 2.0). Test batteries in reading and mathematics (grade 3), reading, writing, and mathematics (grade 4), and reading, writing, mathematics, and science (grade 5) will be administered. Report cards document progress, and literacy portfolios and math folders contain samples of student work at all grades.

## **For more information**

Questions about grade level curriculum should be directed first to your child’s teacher. The principal or assistant principal may provide additional information.

East Elementary

Foster Elementary

Plymouth River Elementary

South Elementary

Superintendent's Office

Comments about this information may be directed to your child's building principal or the Assistant Superintendent of Schools, Dr. James M. LaBillois at [jlabillois@hinghamschools.org](mailto:jlabillois@hinghamschools.org) or 781-741-1500.