

# **Half Hollow Hills Central School District**



---

**Elementary Curriculum Overview  
September 2009  
THIRD GRADE**

## **Board of Education**

Jay Marcucci, Acting President

Jeanine Bottenus

Carole Catapano

Frank Grimaldi

James Ptucha

Anne Marie Sorkin

## **Central Office Administration**

Dr. Sheldon Karnilow, Superintendent

Kelly Fallon, Assistant Superintendent for District-wide Administration

Mary A. Rettaliata, Assistant Superintendent for Elementary Education

Victor Manuel, Assistant Superintendent for Finance and Facilities

Dr. Patrick Harrigan, Assistant Superintendent for Research,

Assessment and Special Services

Michael DeStio, Assistant Superintendent for Secondary Education

## **Elementary Schools**

*Chestnut Hill*

Linda Rudes, Principal

*Forest Park*

Ross Diener, Principal

*Otsego*

Sharon Stepankewich, Principal

*Paumanok*

Kendra Cooper, Principal

*Signal Hill*

Deborah Ostrosky, Principal

*Sunquam*

Karen Littell, Principal

*Vanderbilt*

Martin Boettcher, Principal

September 2009

Dear Parents:

The Half Hollow Hills School District's mission is to create a learning environment that:

- sets the highest expectations for all students, teachers, and the community
- is motivating, fully engaging, orderly, and safe
- engages all students, teachers, and the community in an active committed effort to help each member use his or her intellectual, social, and physical capacities to achieve personal goals in ways that foster the success of our global society.

This guide provides parents with an overview of the kindergarten curriculum and the skills the students will acquire in English language arts, mathematics, science, and social studies. Additionally, it will serve as a resource in helping you to understand the total elementary instructional program. While our goals, expectations, and aspirations are the same for all of our students, we recognize that children develop at different rates socially, emotionally, and academically. Our program is supportive and nurturing, and it will also excite, motivate, and challenge all students to achieve.

An education is a collaborative effort between school and the home. I hope this guide will provide parents with resources to become collaborative partners with our school community.

As you are aware, in recent years we have made every effort to provide as much parent information as possible online. This document is now available on our district website, and in future years it will be available solely online.

Sincerely,

Sheldon Karnilow, Ed.D.

*Welcome*

# *English Language Arts*

## **New York State Standards for English Language Arts**

Students will:

- Read, write, listen, and speak for information and understanding
- Read, write, listen, and speak for literary response and expression
- Read, write, listen, and speak for critical analysis and evaluation
- Read, write, listen, and speak for social interaction

*By the end of the third grade year, students should be able to:*

### **Reading**

- Choose reading as a way to enjoy free time at school and home
- Read a variety of fiction and nonfiction materials (e.g. books, magazines, reference materials)
- Learn new words and figurative language, through daily reading and book discussion
- Read aloud with fluency and expression, using punctuation to help read smoothly and to understand meaning
- Show understanding of books read independently, by retelling, summarizing, and analyzing relationships among parts of the text, with text-based support
- Identify and compare characters, settings, and themes from one book to another
- Discuss literacy elements and author's craft (e.g., plot, character development, word choice, and point of view)
- Identify different types of literature and genre features (e.g. fiction and nonfiction, poetry, drama)
- Decode most words in text automatically and use context and word structure to decipher challenging words
- Recognize and use organizational features (e.g., table of contents, captions, subheadings) to understand information texts
- Use graphic organizers to record significant details from a text

## **Writing**

- Write daily for extended periods on self-selected topics and in all subject areas
- Write a variety of pieces (poems, stories, reports, etc.) that are longer and more complex than in earlier grades
- Write in order to:
  - share an experience or event, real or imagined
  - tell what they think about a book, using relevant examples, reasons and explanations to support ideas
- Write with the reader's reaction in mind (make someone laugh, create suspense, etc.)
- Write with more sophisticated vocabulary, language, and sentences
- Use periods, questions marks, capital letters, exclamation points, quotation marks, and contractions appropriately
- Spell most common words correctly and use patterns and rules to spell less familiar words
- Use classroom resources such as books, dictionaries, charts, and word lists to help with writing and editing
- Write legibly all uppercase and lowercase letters in manuscript and cursive
- Take notes to record data, facts, and ideas, following teacher directions

## **Listening and Speaking** *in whole class, small groups and one-to-one conversations*

- Share observations, information and opinions
- Explain ideas using details, examples and/or reasons
- Express thoughts clearly; paraphrase and synthesize information
- Ask questions for clarification, to further a discussion and to build on the ideas of others
- Follow and generate detailed directions
- Listen respectfully and respond appropriately



# *Mathematics*

## **New York State Standards for Mathematics, Science, and Technology**

Students will:

- Use mathematical analysis, scientific inquiry, and technological design to pose questions, seek answers, develop solutions
- Access, process, and transfer information using appropriate technologies
- Understand mathematical concepts and principles, communicate and reason mathematically, and apply mathematics to real-world settings
- Understand and apply scientific concepts, principles, and theories
- Understand technological concepts and apply technological knowledge and skills
- Understand the relationships and common themes connecting mathematics, science, and technology
- Apply the knowledge and thinking skills of mathematics, science, and technology to address real-life problems and make informed decisions

*By the end of the third grade year, students should be able to:*

### **Number Sense and Operations Strand**

- Read, write, compare, and order whole numbers to the thousands place
- Identify even and odd numbers
- Read and write numerals in expanded form to the thousands place
- Identify place value to the thousands place
- Round numbers to the tens, hundreds, and thousands place
- Write word form of numbers to the thousands place



**6 /Third Grade**

## ***Addition and Subtraction/Multiplication and Division***

- Memorize basic facts of addition and subtraction
- Add and subtract up to three digit numbers
- Add three or more addends up to two digits
- Write fact families and relate addition to subtraction (inverse operations)
- Subtract across zeros
- Memorize basic facts to  $12 \times 12$
- Identify fact families
- Relate multiplication to addition, and division to subtraction
- Create and identify arrays for multiplication facts
- Recognize and apply properties: identity, zero, commutative, associate
- Multiply both horizontally and vertically
- Multiply two digit by one digit numbers
- Divide two digit by one digit

## **Algebra Strand**

- Model fractions, using manipulatives
- Write fractions, identifying the numerator and denominator
- Compare fractions with like denominators
- Find fractional part of a set or a region (up to 10ths)
- Relate fractions to time
- Continue patterns of geometric figures and numbers to 1,000
- Skip count by 2's, 3's, 4's, 5's, 10's, 25's, 50's, 100's
- Find patterns in tables, relationships, and computations
- Create, interpret, and use function tables

## **Geometry Strand**

- Define and identify shapes using proper terminology
- Identify congruent and similar figures
- Name, describe, compare, and sort 3-D shapes
- Identify and construct lines of symmetry

### **Measurement Strand**

- Identify different coin combinations for a given amount to \$1.00
- Add and subtract money up to \$9.99
- Identify and use appropriate instruments for measuring length and liquid capacity
- Tell time to the minute using digital and analog clocks

### **Statistics and Probability Strand**

- Collect and organize data using tallying and frequency tables
- Construct and interpret pictographs and bar graphs

### **Problem Solving Strand**

- Solve word problems and check answers for reasonableness and completeness
- Use problem solving strategies appropriately
- Communicate reasoning in a clear and logical way (oral and written)



# Science

## New York State Standards for Mathematics, Science, and Technology

Students will:

- Use mathematical analysis, scientific inquiry, and technological design to pose questions, seek answers, develop solutions
- Access, process, and transfer information using appropriate technologies
- Understand mathematical concepts and principles, communicate and reason mathematically, and apply mathematics to real-world settings
- Understand and apply scientific concepts, principles, and theories
- Understand technological concepts and apply technological knowledge and skills
- Understand the relationships and common themes connecting mathematics, science, and technology

## Mathematics/Science

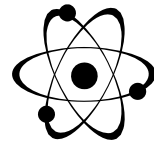
*By the end of the third grade year, students should be able to:*

### Scientific Inquiry

- Ask questions and collect data
- Display data in mathematical terms, using tallies and bar graphs
- Interpret and analyze data through sorting activities, classification, and measurement
- Draw logical conclusions based on the data collected

### The Physical Setting: The Earth

- Understand the connection between the sun's energy, weather and natural phenomena
- Understand that internal and external processes can cause extreme natural events



**Third Grade/9**

- Explain how humans depend on their natural environment
- Identify ways humans change their environment
- Discover relationships between humans and natural events
- Create a model to help explain how natural events occur (ex. volcano, hurricane, tornado, earthquake)

### **The Physical Setting: Matter**

- Identify and classify solids, liquids, and gases
- Identify characteristics of the different phases of matter
- Compare density of various objects

### **The Physical Setting: Force and Motion**

- Investigate force and motion and simple machines
- Investigate heat energy and its effect on matter
- Investigate the movement created by the interaction of energy and matter

### **The Living Environment: Plants**

- Observe the environment necessary for plant growth
- Understand the structure and functions of the parts of a plant (roots, stem, leaves, flowers)
- Observe germination, plant adaptations, and methods of propagation
- Compare monocotyledon and dicotyledon seeds
- Understand the role of photosynthesis in the food chain
- Dissect flowers and investigate their role in the reproduction of plants
- Observe the root system of a plant and compare it with the growth above ground

# ***Social Studies***

## **New York State Standards for Social Studies**

Students will:

- Understand the major ideas, eras, themes, developments, and turning points in the history of the United States and New York
- Understand the major ideas, eras, themes, developments, and turning points in world history, examining these from a variety of perspectives
- Understand the geography of our interdependent world from local, national, and global perspectives
- Understand how the United States and other societies develop economic systems and associated institutions
- Understand the governmental system of the United States and other nations, the U.S. Constitution, and the rights and responsibilities of citizenship

*By the end of the third grade, students should be able to:*

### **History**

- Define culture and civilization and explain how and why they change
- Understand that people in world communities exchange elements of their culture
- Understand that people in world communities transmit values, beliefs, ideas, and traditions in a variety of ways
- Understand that historic events can be viewed through the eyes of those who were there, as shown in their writings, art, music, and artifacts
- Develop an awareness that world communities have social, political, economic, and cultural similarities and differences
- Recognize that timelines display important eras and events
- Recognize that world communities are shaped by events, people, problems, and the idea that people may have different interpretations and perspectives about important issues and historic events

## **Geography**

- Recognize that latitude and longitude can be used to locate world communities
- Describe geographic relationships using location, direction, distances, and scale
- Understand that regions represent areas with unifying geographic characteristics
- Understand that economic and geographic factors influence where people live
- Understand that people in world communities depend on and modify their physical environment in different ways
- Understand that lifestyles are influenced by environmental and geographic factors

## **Economics**

- Develop an awareness that societies and communities make use of human, capital, and natural resources, and that they organize their economies around the production and consumption of goods and services
- Understand that human wants and needs differ from place to place and that limited resources require people and communities to make choices and decisions
- Understand that people and communities are economically interdependent
- Understand that production, distribution, exchanges, and consumption of goods and services are economic decisions which all world communities must make

## **Civics, Government, and Citizenship**

- Understand that people in world communities use monuments, memorials, and other symbols to represent their nations
- Recognize that world communities celebrate various holidays and festivals
- Understand that people in world communities form governments to develop rules and laws, and that there may be conflicts over rights and responsibilities
- Understand that governments provide services which individuals cannot
- Understand that governments have the authority to make, carry out, and enforce laws and to manage disputes regarding them



## Assessments

Assessment is a process for gathering information to meet a variety of evaluation needs. Educators collect and organize information or data to demonstrate the growth that each child makes in academic areas. Teachers use a variety of assessment tools, formally and informally, to determine where a child is in his developmental growth. Assessment is an integral part of the curriculum.

All third grade students in Half Hollow Hills must participate in the following New York State Assessments:

- NYS English Language Arts (ELA)* - Test given in May and
- NYS Mathematics* — Test given in May

In Half Hollow Hills, all third grade students take an ELA and math pre-test and they are assessed with the Intermediate Reading Assessment in the fall and spring semesters. Additionally, all third grade students take a test of cognitive skills during the month of May.



## Specials

The following programs enrich the classroom experience and are provided on a weekly basis for all students:

- Art
- Music
- Library
- Physical Education (two times a week)



## Additional Services

The following personnel and/or services are available to students on an “as needed” basis:

- School Nurse
- School Psychologist
- Speech and Language
- Reading support
- Resource room
- Occupational and Physical Therapy
- ELL (English Language Learning)

## Additional Programs

- Music Lessons – available to all students beginning in third grade for strings and in fourth grade for band instruments
- Orchestra – available to students in fourth and fifth grade
- Band – available to students in fourth and fifth grade



Each elementary school in Half Hollow Hills offers an opportunity to join a variety of clubs. Please check with your school about the clubs available to your child.

## **Elementary School Online Resources**

Many of these sites are available through the HHH Website

<http://www.hhh.k12.ny.us>

Choose your school and  
click on the link for "Library and Media Center"

### **Almanacs**

- <http://www.farmersalmanac.com/> - Farmers Almanac.com
- <http://yahooligans.yahoo.com/> - Yahooligans Kids' Almanac
- <http://www.factmonster.com/almanacs.html> - Fact Monster Almanac
- <http://www.infoplease.com/almanacs.html?link=hptab> – Site to search all Info Please almanacs, or search individual almanacs by subject

### **Authors**

- <http://www.ipl.org/div/kidspace/askauthor/> - Learn more about some of your favorite authors

### **Biographies**

- <http://www.biography.com/> - Search over 25,000 of the greatest lives, past and present
- <http://www.s9.com/biography/> - This biographical dictionary covers more than 28,000 notable men and women who have shaped our world from ancient times to the present day

### **Calendars**

- <http://www3.kumc.edu/diversity/> - Diversity Calendar
- <http://www.earthcalendar.net/> - Calendar of celebrations by month: Earth Calendar

### **Current Events**

- <http://www.timeforkids.com/TFK/> - Time For kids brings the latest news of the world to you



### **Dictionaries**

- <http://www.m-w.com/dictionary.htm> - Merriam Webster Dictionary Online
- <http://nhd.heinle.com/> - Newbury House online Dictionary
- <http://www.yourdictionary.com/> - Provides more than 1,800 dictionaries with more than 250 languages
- <http://www.yourdictionary.com/languages.html> - Language Translation Dictionaries

### **Thesauri**

- <http://www.bartleby.com/62/> - Roget's Thesaurus
- <http://www.thesaurus.com/> - Basic-type in a word, choose thesaurus (online version of Roget's) or dictionary and search
- <http://www.m-w.com/dictionary.htm> - Merriam Webster Thesaurus Online

### **Quotations**

- <http://www.bartleby.com/100/> - Bartlett's Quotations

### **Ecology-Animals and their environments**

- <http://www.nwf.org/kids/> - Learn about animals and their environments

### **Dinosaurs**

- <http://www.ucmp.berkeley.edu/diapsids/dinosaur.html> - Learn about dinosaurs

### **Encyclopedias**

- <http://www.britannica.com/> - Includes the complete updated Encyclopedia Britannica
- <http://www.infoplease.com/> - Combines the contents of an encyclopedia, a dictionary, and several up-to-the-minute almanacs
- <http://www.encyclopedia.com/> - Puts tons of information right at your fingertips



### **Field Trips**

- <http://www.ringling.com/> - Visit the circus
- <http://www.bronxzoo.com/> - Visit the Bronx Zoo
- <http://www.seaworld.com/> - Visit Sea World
- <http://www.sandiegozoo.org> - Visit the San Diego Zoo
- <http://www.amnh.org/home/> - Visit the American Museum of Natural History

### **Geography**

- <http://www.geographic.org/> – Country profiles
- <http://www.50states.com/> - 50 states

### **Government**

- <http://bensguide.gpo.gov/> - This site provides learning tools for K-12 students, parents, and teachers about how our government works

### **Presidents**

- <http://www.whitehouse.gov/kids/index.html> You will find various information concerning different aspects of the White House
- <http://www.ipl.org/div/potus/> -Election results, cabinet members, notable events, and some points of interest on each of the presidents. Links to biographies, historical documents, audio and video files, and other presidential sites are included.

### **Homework Helpers**

- <http://www.suffolk.lib.ny.us/youth/homework/kidindex.html> - Suffolk Library System lists of helpers
- <http://school.discovery.com/homeworkhelp/bjpinchbeck/index.html> - BJ Pinchbeck's Homework help

### **Search Sites for children:**

- <http://sunsite.berkeley.edu/KidsClick%21/> - Search for homework by subject area
- <http://www.askforkids.com/> – Ask Jeeves for Kids
- <http://yahooligans.yahoo.com/> – Yahoo for Kids
- <http://www.icyber.com/homeschool/olr.html> - Home-School support
- [http://www.kidinfo.com/School\\_Subjects.html](http://www.kidinfo.com/School_Subjects.html) - Kid Info

### **Just for Fun**

- <http://www.seussville.com/> -Fun with Books by Dr. Seuss

### **Reading Lists**

- <http://kids.nypl.org/reading/recommended2.cfm?ListID=61> - This is a list of 100 picture books everyone should know for teachers
- <http://kids.nypl.org/reading/recommendedz.cfm?listID=61> Book Lists
- <http://www.carolhurst.com/titles/allreviewed.html> – Find reviews of books you might like to read
- <http://www.ucalgary.ca/~dkbrown/bestbooks.html> - List of notable sites listed by the American Library Association

### **Search Engines**

- <http://www.askforkids.com/> – Good search engine for homework helpers has a spell check feature for questions
- <http://www.dogpile.com> – Fun search engine, easy to use, lets you “fetch” information
- <http://www.yahooligans.yahoo.com> – Nice current events page, easy format
- <http://www.google.com> – Check out the kids and teen section in the web directory
- <http://www.discovery.com> – Homework helper site for students
- <http://www.ipl.org/youth/> - The internet public library youth section
- <http://www.mamma.com/> - This search engine contains the web, videos, mp3, audio, news, and images
- <http://www.msn.com> – This search engine features news and stock information
- <http://sunsite.berkeley.edu/KidsClick!/> - Search for homework help by subject area

### **Social Studies**

- [http://www.hyperhistory.com/online\\_n2/History\\_n2/a.html](http://www.hyperhistory.com/online_n2/History_n2/a.html) - Hyper History presents 3000 years of history with a combination of color lifelines, timelines and maps

### **Black History**

- [http://www.kn.pacbell.com/wired/BHM/bh\\_hotlist.html](http://www.kn.pacbell.com/wired/BHM/bh_hotlist.html)

### **Colonial America History Resources**

- <http://pilgrims.net/> Pilgrims Plantation - Virtual tour –illustrating many aspects of life at the time

### **Native Americans**

- <http://www.hanksville.org/NAresources/> - Index of Native American Resources on the Internet

### **Revolutionary War**

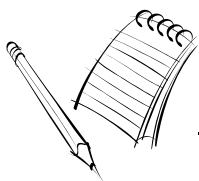
- <http://www.ushistory.org/tour/index.html> - This is a virtual tour of historic Philadelphia with great photos and information accompany you on this virtual tour
- <http://www.pbs.org/ktca/liberty> - This is an online game prepared by PBS to test your Revolutionary War knowledge

### **Western Movement**

- <http://www.pbs.org/weta/thewest> - Oregon Trail
- <http://www.americanwest.com/trails/pages/oretrail.htm> - California Gold Rush
- <http://www.ohenrymace.com/GRHA.html> Remembering the Gold Rush History Alliance
- <http://www.lewis-clark.org/> - Explorers Lewis and Clark

### **Women's History**

- <http://www.greatwomen.org/>



## NOTES

[illegible]

This image shows a full page of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for handwriting practice or general writing. There are no margins, text, or other markings on the page.