



The Mission of the Souderton Area School District is to prepare students to demonstrate competencies needed to contribute and to succeed in a changing world by building on a commitment to excellence and innovation, by working in partnership with family and community, and by assuring a quality education for all students in a safe and nurturing environment.

Third Grade Overview

The Souderton Area School District emphasizes student growth and achievement academically, socially, and emotionally. The District programs are developed and revised to meet district and PA Core standards in 12 subject areas and graduation requirements of the Chapter 4 Regulations. SASD ensures accomplishment of necessary curriculum characteristics in all standards areas by collaboratively working with teachers through a curriculum reviews, curriculum mapping and curriculum writing. Planned course documents include academic standards, end of unit/course assessments, essential questions, enduring understandings, key concepts and competencies, major teaching points, instructional time, and materials and resources.

English Language Arts

➤ READING

Reading with Stamina and Meaning

Unit Summary: The Reading with Stamina and Meaning unit of study to set the stage for rigorous, thoughtful and joyful reading throughout the remainder of the year. Some of the skills children will practice include: selecting "just right" books for independent reading; making quick, quiet transitions from whole-class to individual reading; learning how to keep track of their independent reading using tools like home/school logs and bookmarks; and reviewing how to carry books from school to home and back again. During independent reading time teachers should take time to get to know their students as readers through running records, student interviews, parent surveys, and informal conferences.

Building a Reading Life

Unit Summary: Students will work to develop strategies that will allow them to develop into life-long readers. As students work on choosing books that are right for them, they will also establish skills that will deepen their understanding of the texts. Students will also work on tackling difficult words and phrases to foster the comprehension of more difficult texts.

Mystery: Foundational Skills in Disguise

Unit Summary: Students will use the mystery genre to strengthen their ability to read closely and look at clues the author has embedded in the text. Thinking about their reading, predicting, and collaborating with partners are transferable skills that will help students understand all types of fiction.

Reading to Learn

Unit Summary: Students will learn how to navigate nonfiction text and build knowledge from reading. Students will then use this information to have discussions with others and share the information they have learned.

Character Studies

Unit Summary: Students will further hone their fiction skills by diving into in-depth character analysis. Character motivations and lessons learned will be compared to the central theme of the text as well as characters across different stories.

Research Clubs

Unit Summary: Students will continue their exploration of nonfiction through the study of animals. Research groups will collaborate on an animal and individuals will contribute by researching a subtopic of the topic. After researching one animal, groups will conduct another animal research project to allow them to compare and contrast across animals.

➤ WRITING

Launching the Writing Workshop

Unit Summary: Launching the writing workshop is the teachers' chance to get their writing workshops up and running. Writers' notebooks are brought out and introduced as places for writers to hold their stories and examine experiences that will become part of their writing lives. Not only is time spent talking and writing in notebooks, but the important work of establishing routines and expectations for the workshop are established during this unit.

Crafting True Stories

Unit Summary: Students will start the unit by building their writing stamina and keeping writer's notebooks. As students develop their body of ideas, they will eventually pick one to draft outside the notebook. Different drafting strategies will eventually lead to a completed text, and then learning will be applied to a new piece.

Changing the World: Persuasive Speeches, Petitions, and Editorials

Unit Summary: Students will start this unit by looking for things they would like to see changed in the world. After developing several quick speeches around different topics, students will choose one issue and develop it into a longer speech. This will require doing research and revising the speech to create the biggest impact. After developing a speech, different mediums for conveying opinions will be explored. Finally, students will form groups around a single topic and develop a plan of persuading others.

The Art of Information Writing

Unit Summary: Students will expand off of the second grade “All About” unit and conduct research on a personal area of expertise. While conducting research and observing mentor texts, students will explore different organizational structures as well as non-fiction text features that help reader understanding. In the end, students will produce a finished piece.

Baby Literary Essay

Unit Summary: During this shorter unit, students work on observing and thinking about characters they have encountered in their books. After coming up with a theory, students collect evidence for their theory and organize it in a way that helps prove their point.

Writing About Research

Unit Summary: After building their skills in Research Clubs, students will conduct personal projects that will result in Inquiry Presentations. Students will explore how to pick topics, and how to develop and refine their research questions throughout the process. In addition, students will learn how to manage their own learning and progress. The culminating activity will be a presentation of the information learned.

Once Upon a Time

Unit Summary: Students will begin the unit by exploring fairy tales and writing an adaptation based on two class favorites. After the first adaptations, students will choose their own fairy tale to adapt, paying close attention to word choice and revision. At the end of the unit, students will write their own fairy tale.

➤ PHONICS / WORD STUDY

Word Study Lessons: Phonics, Spelling, and Vocabulary

The lessons help students attend to, learn about, and efficiently use sounds, letters, and words out of text and as they read and write. Explicit lessons with materials appropriate for whole-

group instruction and for individual, partners, or small-group application.

- Letter-Sound Relationships
- Spelling Patterns
- High-Frequency Words
- Word Meaning/Vocabulary
- Word Structure
- Word-Solving Actions

Math

Everyday Mathematics focuses on procedures, concepts, and applications in three critical areas:

- Understanding of multiplication and division and strategies within 100.
- Understanding of fractions, especially unit fractions.
- Understanding of the structure of rectangular arrays and of area.
- Describing and analyzing two-dimensional shapes.

Scope and Sequence

The progression of learning for the course and each unit of study is below:

Unit 1: Math Tools, Time, and Multiplication

Unit 2: Number Stories and Arrays

Unit 3: Operations

Unit 4: Measurement and Geometry

Unit 5: Fractions and Multiplication Strategies

Unit 6: More Operations

Unit 7: Fractions

Unit 8: Multiplication and Division

Unit 9: Multidigit Operations

Science

Students experience science through active construction of ideas and studying phenomena. Children investigate and begin to develop concepts and vocabulary around these experiences. Developing inquiry skills is central to helping children think as "scientists." As children begin investigations they learn to ask scientific questions, investigate the world around them, and use their observations to construct reasonable explanations for the questions that are framed for them. The role of the teacher is to guide children in the extending their scientific

knowledge and to encourage children to communicate their learning, both orally and in writing, as a result of the inquiry process.

Units

- Environments and Living Things
- Forces and Motion
- Weather and Climate
- Life Cycles and Traits

Social Studies

In Social Studies we learn about our community and beyond through four comprehensive units that are each centered on a compelling question and storyline. The children engage in the inquiry process to learn the concepts and vocabulary through both hands-on experiences and reading and writing activities.

Units and Compelling Questions

- **Geography**
How does Liberty State Park relate to geography and how humans interact with geography?
- **History**
How do history and culture shape your community?
- **Economics**
How are choices people make affected by available resources?
- **Civics**
How can being an active citizen benefit others?

Second Step SEL (Social Emotional Learning)

Skills for Social and Academic Success

Second Step SEL is an evidence-based social-emotional learning curriculum. When students are better equipped to manage their own emotions and build positive relationships, they're better equipped to learn.

- **Unit 1: Skills for Learning**
 - Being Respectful Learners
 - Using Self-Talk

- Being Assertive
- Planning to Learn
- **Unit 2: Empathy**
 - Identifying Others' Feelings
 - Understanding Perspectives
 - Conflicting Feelings
 - Accepting Differences
 - Showing Compassion
 - Making Friends
- **Unit 3: Emotion Management**
 - Introducing Emotion Management
 - Managing Test Anxiety
 - Handling Accusations
 - Managing Disappointment
 - Managing Anger
 - Managing Hurt Feelings
- **Unit 4: Problem Solving**
 - Solving Problems
 - Solving Peer-Exclusion Problems
 - Dealing with Negative Peer Pressure

Related Arts

➤ ART

The art curriculum develops skills and concepts that build upon each other throughout their school career. The content is built around the elements of art with awareness of the context of art. This context connects art to student experience, children's literature, local and global cultures, historical perspectives, emerging technologies, and the changing roles of artists in society.

Elements of Art

- Line – Contour line drawing
- Shape – radial symmetry
- Color – warm/cool, intermediate, complementary
- Texture – visual texture/real texture
- Space – foreground, middle ground, background, size proportions
- Value – contrast

Units

- Symmetry
- Color
- Clay
- Still Life

- Portrait
- Landscape

➤ **COMPUTER SCIENCE**

The computer science curriculum develops skills and concepts that build upon each other throughout their school career. The content is built around learning digital basics, coding, and STEM/Maker activities.

Essential Questions:

- What are our rights and responsibilities as we work with others in a digital space?
- How can we explore basic concepts related to automation, patterns, and algorithmic thinking?
- How do we work through the Design Process to show our learning?

➤ **LIBRARY**

The library curriculum develops skills and concepts to teach students how to locate books and resources, choosing appropriate books and resources that match their needs, and gathering information.

Students will understand that:

- Sources can be found through the library OPAC.
- Nonfiction books are organized according to the Dewey Decimal System.
- A library contains a variety of leveled books to meet the needs of all readers.
- Reference sources are available through both online and print at various levels.
- They can use library resources to explore topics and answer queries.

➤ **MUSIC**

Students will experience rhythm, melody, harmony, form, expressive qualities, and tone color through listening, singing, movement, creativity, and instrumental performance.

Students will understand concepts of:

- Rhythm – 4/4-time signature, whole note, whole rest, eighth rest paired with eighth note, fermata
- Melody – singing voice, pitch matching, phrases
- Harmony – partner songs, rounds
- Form – 1st and 2nd endings, D.C. al Fine, Fine, D.S. al Fine, ABACA
- Expressive Qualities – identify dynamic markings, naming crescendo and decrescendo

- Tone Color – visually identify instruments of the orchestra
- Movement – experience creative and choreographed movement
- Instrumental performance – recorder instruction

➤ WELLNESS

Third grade students have mastered the basic locomotor, nonlocomotor, and manipulative skills. Students move towards proficiency in more complex manipulative skills and will continue to apply movement concepts to skills. A greater emphasis is placed on sport-specific (lead-up) skills and concepts, and students will participate in a broader range of partner, small group, and team activities.

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| • Nutrition | • Dribble |
| • My Plate | • Pass |
| • Food Groups | • Shoot |
| • Fitness testing | • Strength |
| • FITT principle | • Hand-eye coordination |
| • Nutrients | • Foot-eye coordination |
| • Moderation | • Locomotor |
| • Cardiovascular | • Chase |
| • Catch | • Flee |
| • Strike | • Dodge |
| • Throw | |