

# Bath Elementary School

## English/Language Arts Curriculum Overview

### 3<sup>rd</sup> Grade

Curriculum/Textbook: [Treasures Macmillan McGraw-Hill](#)

Standards: [ELA Common Core State Standards Grade 3](#)

#### Topics Covered

Reading Literature  
Reading Informational Text  
Reading Foundational Skills  
Writing Informational Essays  
Writing Personal Narratives  
Opinion Writing  
Research Projects  
Participate in Discussions and Oral Presentations  
English Grammar Skills

#### Focus Skills and Concepts

- Comprehend and read grade level text proficiently and fluently.
- Read text fluently with expression (sight words, decode multi-syllabic words, context clues).
- Ask questions during the reading of literature and informational text and while listening to speakers.
- Read poetry, fables, folktales, and myths from different cultures.
- Describe characters and their role in the events of a story.
- Identify correct meanings of words using prefixes, suffixes, root words.
- Use and identify terms, i.e. chapter, scene, stanza, main idea, key details, theme.
- Identify different points of view of characters, narrators, and authors.
- Compare and contrast key details, themes, settings, and plots by the same author.
- Use text features and pictures to assist in understanding (headings, table of contents, captions, bolded words, subheading, indexes, diagrams, graphs, tables, timelines, drawings, maps).
- Recount key details to support the understanding of main idea in informational text.
- Identify relationships between events, concepts, procedures or cause/effect events in nonfiction texts.

- Determine the meanings of grade level academic or domain-specific vocabulary.
- Compare and contrast the most important points and key details presented in two texts on the same topic.
- Identify and know the meaning of the most common prefixes and suffixes.
- Decode multi-syllabic words and those with common Latin suffixes.
- Write an opinion piece with supporting details, organization, and sequencing to clearly communicate with an audience.
- Complete and a report on a research project and write an informative essay clearly and developed with details, illustrations, and facts.
- Write personal narratives that are organized, detailed, and use descriptive language.
- Participate in the complete writing process (brainstorm, writing workshop, conferencing, revising, and editing, publishing).
- Use keyboarding skills to type and publish written pieces.
- Engage in collaborative discussions with whole group, small groups, and partners to build understanding.
- Utilize appropriate grammar, pace, and clarification when speaking.
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Determine the meaning of figures of speech or new vocabulary using root words and prefixes/suffixes.

Essential questions students can answer at the end of the course:

- What important information do you include in a summary?
- What is the theme or main idea of this selection?
- What tools can I use to help me understand nonfiction text?
- How can I organize this piece of writing for clarity and to communicate with others?
- How can I add more voice and description in my writing?
- What evidence can you use from the text to support your answer?
- What context clues can you use to help you with this unknown word?

Prerequisite skills critical for success:

- Grade level reading, writing, and speaking skills
- Understanding of story elements (setting, characters, plot)
- How to write a complete sentence and small paragraph
- Basic English grammar and punctuation skills
- Retell a story or identifying key events

### Major Projects

- Young Author's Day Books
- Teacher Led Research Project

### Assessments

Weekly Assessments

Running Records

Writing Rubrics

Reports

# Bath Elementary School

## Math Curriculum Overview

### 3<sup>rd</sup> Grade

Curriculum/Textbook: [Go Math! By Houghton Mifflin Harcourt](#)

Standards: [Math Common Core State Standards Grade 3](#)

#### Topics Covered

Semester 1	Semester 2
Numbers and Operations Data and Measurement Multiplication	Multiplication and Division Geometry Fractions Measurement

#### Focus Skills and Concepts

- Add, subtract, multiply and divide whole numbers.
- Solve two-step word problems involving different contexts and operations.
- Draw a picture graph, scaled bar graph and line plot to show data collected.
- Tell time to the nearest minute and elapsed time.
- Measure to the nearest inch,  $\frac{1}{2}$  inch and  $\frac{1}{4}$  inch. Measure using grams, kilograms and liters.
- Find the area and perimeter of geometric shapes.
- Memorize multiplication facts up to  $10 \times 10$  and division facts up to  $100/10$ .
- Round numbers to the nearest ten and hundred.
- Estimate sums and differences.
- Compare and order fractions.
- Use a number line to represent fractions.
- Compare the size of two fractions with the same numerator or the same denominator.
- Use the properties of real numbers (Commutative Property, Associative Property, Identity Property, Inverse Property, Zero Property) to solve problems.
- Identify polygons, angles, parallel and perpendicular lines.
- Represent data in multiple ways (frequency tables, picture graph, line plot, bar graph, line graph, scaled picture graph) and make inferences based on the data.

Essential questions students can answer at the end of the course:

- What words can you look at to help you decide how to solve a story problem?
- What helps you to round and estimated numbers?
- When comparing fractions which is larger /smaller?
- What are some identifying features of lines, shapes and angles?
- What are some different ways I can solve problems involving time?
- How does multiplication relate to addition and equal groups?
- What are some visual ways to show multiplication (arrays, skip counting, drawing of equal groups)?
- How does multiplication relate to division?

Prerequisite skills critical for success:

- Understanding of basic addition and subtraction facts
- Understand regrouping in addition and subtraction
- Identify fractions as part of a whole
- Names of basic geometric shapes

Assessments

End of Chapter Assessments

# Bath Elementary School

## Science Curriculum Overview

### 3rd Grade

Curriculum/Textbook: [Scott Foresman Science](#)

Standards: [Michigan Grade Level Content Expectations for 3<sup>rd</sup> Grade Science](#)

#### Topics Covered

Semester 1	Semester 2
Plant Parts and Functions Adaptations Natural Resources Earth Processes	Rocks and Minerals Sound and Light Forces and Motion

#### Focus Skills and Concepts

- Understand that although plants and animals are different, they share common characteristics such as structures for reproduction, respiration, and growth.
- Know behavioral and structural adaptations that allow plants and animals to survive in an environment.
- Understand similarities and differences among plants.
- Describe the life cycle of plants.
- Recognize fossils provide evidence about plants and animals that lived long ago.
- Know that some organisms that once lived on Earth have completely disappeared and that some of those resembled others that are alive today.
- Know the common and distinguishing characteristics of groups of vertebrate and invertebrate animals.
- Recognize that animals go through predictable stages within their life cycles of birth, growth, development, reproduction, and death.
- Know that many characteristics of an organism are inherited from the parents of the organism but that other characteristics are learned from an individual's interactions with the environment.
- Understand changes in the habitat of an organism may be beneficial or harmful.
- Know ways that natural resources are important.
- Classify natural resources as renewable or nonrenewable.
- Know that reusing, recycling, and reducing the use of natural resources improve and protect the quality of life.
- Describe the basic structure of the Earth.

- List types of ever-changing features of the Earth's surface.
- Know that landforms change over time.
- Know that smaller rocks come from the breaking and weathering of bedrock and larger rocks.
- Understand the processes of weathering and erosion.
- Explain how rocks are formed.
- Compare different types of rocks and minerals.
- Describe how rocks can help explain life over time.
- Provide examples of ways in which minerals are used.
- Know that some changes in the Earth's surface are due to slow processes and some changes are due to rapid processes.
- Compare properties of different types of soil.
- Know characteristics of sound and what causes sound.
- Know ways to vary the properties of pitch and loudness in sound.
- Understand the characteristics of waves and that waves travel at different speeds through different materials.
- Know that the Sun provides energy for the Earth in the form of heat and light.
- Know that light travels in a straight path.
- Describe the motion of various objects (forward, circular, wave).
- Know that an object may move in a straight line at a constant speed, speed up, slow down, or change direction dependent on net force acting on the object.
- Know that the more massive an object is, the less effect a given force has.
- Know that the motion of an object is determined by the overall effect of all the forces acting on the object.
- Explain how forces can be harnessed to perform work.
- Know the six types of simple machines (screw, inclined plane, wedge, pulley, level, and wheel and axle).

Essential questions students can answer at the end of the course:

- What are the main parts of a plant and what are their functions?
- How are plants from the past like today's plants?
- How do adaptations help animals?
- How are animals from the past like today's animals?
- How can we protect resources and what are ways to use resources again?
- What are weathering and erosion and what are some of their effects?
- How does the rock cycle work to form rocks?
- Why is soil important?
- What causes sound and how does it travel?
- How do simple machines affect work?

Prerequisite skills critical for success:

- Understand the basic needs of plants and animals for survival.
- Understand that humans use Earth's resources to live and survive.
- Know Earth's landforms.
- Know that humans use eyes for sight and ears for hearing.
- Know and understand the water cycle.
- Know classification of animals.

Major Projects

- Chapter Assessments
- Science Fair – biannually
- Annie's BIG Nature Lesson
- Community Speakers



# Bath Elementary School

## Social Studies Curriculum Overview

### 3rd Grade

Curriculum/Textbook: [Michigan Citizenship Collaborative Curriculum](#)

Standards: [Michigan Grade Level Content Expectations for Social Studies Grade 3](#)

#### Topics Covered

Semester 1	Semester 2
History Geography Civics and Government	Economics Public Discourse, Decision Making, and Citizen Involvement

#### Focus Skills and Concepts

- Identify the types of questions that historians ask.
- Sequence early periods of Michigan history from exploration through attaining statehood.
- Identify how primary and secondary sources help historians learn about the past.
- Compare how American Indians and settlers interacted with their environment.
- Explore different ways Michigan can be divided into regions.
- Learn about the different geographic regions to which Michigan belongs.
- Investigate current economic activities in Michigan.
- Describe and investigate push and pull factors that moved people to, from, and within Michigan.
- Locate different natural resources in Michigan and analyze the consequences of their use recognizing how people adapt to, use, and modify the environment.
- Distinguish the roles of state government from local government.
- Explore the powers of each branch of state government.
- Examine how state courts resolve conflict.
- Understand the relationships between scarcity, choice, and opportunity costs in making economic decisions.
- Examine how Michigan's natural resources have influenced economic development in the state.
- Explore the relationship of Michigan to the national and global economies by looking at the concepts of entrepreneurship, specialization, and interdependence.
- Identify public policy issues facing citizens in Michigan.

- Utilize core democratic values to demonstrate why people may differ on the resolution of a state issue.
- Develop an understanding of how, when, and where to communicate a position on a public issue with a reasoned argument.

Essential questions students can answer at the end of the course:

- What types of questions do historians ask as they study the past?
- What groups of people first inhabited the region of Michigan?
- What are the different geographic regions in Michigan?
- What caused people to move to, from, and within Michigan?
- What is representative government in Michigan?
- How do citizens act in a democratic republic?
- What natural resources have influenced economic development in the state?
- How are public policy issues resolved in a democratic republic?

Prerequisite skills critical for success:

- Understanding local government
- Identify key features on a map
- Read a map key and compass rose
- Understand local history
- Identify goods and services

Major Projects

- Voyageur Encampment (History)
- Third Grade Post Office (Economics)