

*Dear Parents:*

*The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. This guide contains a list of the grade-level instructional objectives for each subject area. The instructional program focuses on these Virginia Beach objectives that include the Virginia Standards of Learning (SOL). Please take time to become acquainted with the helpful information in this guide.*

*Your interest and involvement in your child's education promotes positive attitudes toward learning, enhanced academic achievement, and emotional well-being. We are excited about the opportunity to join you in providing the best possible education for your child.*

*Thank you for your careful review of this guide. If you have any questions, please contact your child's teacher.*

*Sincerely,  
Department of Curriculum and Instruction*

### **USING THE GUIDE**

The contents of this guide provide information about the elementary instructional program. The following are recommendations for using the *Parent/Student Course Information*.

- Become familiar with the introduction and the objectives for each subject area, as well as the overview provided for additional resources
- Refer to the guide as you prepare for conferences with your child's teacher
- Use the guide to promote conversation about your child's classroom learning and homework assignments

### **INVITE SUCCESS**

It is important that the following practices, critical for school success, be established and reinforced at home. Parents should encourage the following behaviors in their students.

- Attend school regularly
- Eat well, exercise regularly, and get enough sleep
- Put forth best effort
- Listen attentively
- Select an appropriate study place and develop a consistent study routine
- Have available necessary supplies
- Be prepared and organized
- Plan ahead
- Read for fun and information

### **GENERAL INFORMATION**

#### ***Elementary Guidance Program***

Each elementary school offers a comprehensive and developmental counseling program that is an integral part of the total educational program designed to promote the academic, social, and career development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success. Certified school counselors provide a variety of services, including classroom guidance, crisis intervention, individual and group services, support for parents, teachers, and administrators, and coordination of services with outside agencies.

#### ***Parent/Student Handbook***

Each school's parent/student handbook is sent home at the beginning of the school year. It contains general information about the school's program, the school division calendar, availability of school services and materials, regulations, and general guidelines.

#### ***Report Cards***

The Grades 3–5 Report Card formally advises parents of their child's progress/performance. It is issued four times a year. Other informal progress reports are sent home at regular intervals.



### Language Arts

The third grade language arts program focuses on the broad areas of oral language, reading, writing, and word study. Students will be introduced to a wide variety of fiction and nonfiction literature which will serve as a basis for instruction and practice in phonics, vocabulary, comprehension, fluency, and writing. Following are the major concepts addressed in language arts at this grade level.

#### ***Reading***

- Use a variety of reading comprehension strategies
- Summarize a story
- Read independently a variety of literature

#### ***Written and Oral Communication***

- Respond to literature orally and in writing
- Write daily for a variety of reasons to various audiences using different formats
- Share writing with others
- Participate in class lessons and class discussions
- Give oral presentations
- Communicate ideas in writing using legible handwriting and correct punctuation and capitalization

#### ***Word Study***

- Apply knowledge of word study (phonics, spelling, word structure, word meaning, and grammar) to read text with understanding and to communicate effectively through writing



### Mathematics

Problem solving is integrated throughout the six strands listed below. The development of problem-solving skills is a major goal of the mathematics program at every grade level. Instruction in the process of problem solving is integrated early and

continuously into each student's mathematics education. Students have many opportunities to use the skills involved with computation, estimation, time, money, measurement, geometry, graphing, probability, and algebra to solve a wide variety of problems.

#### ***Number and Numeration***

##### *Understand the Meanings, Uses, and Representations of Numbers*

- Read, write and identify place and value of whole numbers up to 1,000,000
- Read, write, and identify place and value of decimals expressed in tenths and hundredths
- Identify fractional parts of a whole or a set from actual or pictured objects and record the corresponding fraction
- Solve problems involving fractional parts of a region or a collection
- Name multiples of 2, 5, and 10

##### *Understand Equivalent Names for Numbers*

- Use numerical expressions to give equivalent names for whole numbers
- Use manipulatives and drawings to find and represent equivalent names for fractions

##### *Understand Common Numerical Relations*

- Compare and order whole numbers up to 1,000,000
- Compare and order decimals through hundredths
- Compare and order fractions

#### ***Operations and Computation***

##### *Compute Accurately*

- Know all basic addition and subtraction facts through  $10 + 10$  quickly and accurately
- Recall quickly and accurately multiplication facts with  $\times 0$ ,  $\times 1$ ,  $\times 2$ ,  $\times 5$ ,  $\times 10$
- Know a strategy for all other multiplication facts through  $10 \times 10$
- Multiply a two-digit number by a 1-digit number using arrays, mental arithmetic, paper-and-pencil, and calculators

##### *Make Reasonable Estimates*

- Make reasonable estimates for addition and subtraction problems and explain how the estimates were made

### Understand Meanings of Operations

- Use a variety of strategies to model multiplication (change, comparison, and parts-and-total)
- Use equal sharing and equal grouping to model division

### **Data and Chance**

#### Select and Create Appropriate Graphical Representations of Collected or Given Data

- Collect and organize data or use given data to create charts, tables, bar graphs, and line plots

#### Analyze and Interpret Data

- Use graphs to ask and answer questions and draw conclusions
- Find the maximum, minimum, range, mode, and median of a set of data

#### Understand and Apply Basic Concepts of Probability

- Describe events using *certain*, *very likely*, *likely*, *unlikely*, *very unlikely*, *impossible*, and other basic probability terms and explain the choice
- Predict the outcomes of simple experiments and test the predictions using manipulatives
- Express the probability of an event by using “\_\_\_ out of \_\_\_” language

### **Measurement and Reference Frames**

#### Understand the Systems and Processes of Measurement; Use Appropriate Techniques, Tools, Units, and Formulas in Making Measurements

- Estimate length with and without tools
- Measure length to the nearest  $\frac{1}{2}$  inch and  $\frac{1}{2}$  centimeter
- Draw and describe angles as records of rotations
- Describe and use strategies to measure the perimeter of polygons
- Count unit squares to find areas of rectangles
- Describe relationships among inches, feet, and yards
- Describe relationships between minutes in an hour, hours in a day, and days in a week

#### Use and Understand Reference Frames

- Tell and show time to the nearest minute on an analog clock
- Tell and write time in digital notation

### **Geometry**

#### Investigate Characteristics and Properties of Two- and Three-Dimensional Geometric Shapes

- Identify and draw points, intersecting and parallel line segments, and lines, rays, and right angles
- Identify, describe, model, and compare plane and solid figures including circles, polygons, spheres, cylinders, rectangular prisms, pyramids, cones, and cubes using terms *face*, *edge*, *vertex*, and *base*

#### Apply Transformations and Symmetry in Geometric Situations

- Create and complete two-dimensional symmetric shapes or designs
- Locate multiple lines of symmetry in a two-dimensional figure

### **Patterns, Functions, and Algebra**

#### Understand Patterns and Functions

- Extend, describe, and create numeric patterns
- Describe rules for patterns and use them to solve problems

#### Use Algebraic Notation to Represent and Analyze Situations and Structures

- Read, write, and explain number sentences using the symbols +, -,  $\times$ ,  $\div$ , =, <, and >
- Use symbols to model number stories



The third grade objectives place increasing emphasis on conducting investigations. Students are expected to use the scientific method and the metric system with greater precision. Science skills include making detailed observations, asking questions, measuring, classifying, predicting, using information to make inferences, recording information, and drawing conclusions. In the area of physical science, the objectives focus on simple machines, energy, and a basic understanding of matter. Behavioral and physical adaptations are examined in relation to the life needs of animals.

The notion of living systems is further explored in aquatic and terrestrial food chains and diversity in environments. Patterns in the natural world are demonstrated in terms of the phases of the moon, tides, seasonal changes, and animal life cycles. Geological concepts are introduced through the investigation of the components of soil.

### ***Matter***

- Define matter and identify its physical properties which stay the same when the material is reduced in size

### ***Simple Machines***

- Identify, differentiate, and explain the purpose of the six types of simple machines (lever, screw, pulley, wheel and axle, inclined plane, and wedge)
- Analyze common household items and identify the simple and compound machines in them
- Identify the types of compound machines (wheelbarrow, scissors, and bicycle)
- Plan, design, and construct a device that contains a simple machine and show its effectiveness to do work

### ***Habitats, Food Chains, and Animal Adaptations***

- Investigate and understand that habitats support a diversity of plants and animals
- Investigate and understand that behavioral and physical adaptations allow animals to respond to life needs
- Investigate and understand that natural events and human influences can affect the survival of species
- Identify, compare, and give examples of the physical and behavioral adaptations animals use to survive in their environment
- Differentiate between predator; prey; producers, consumers; decomposers; herbivore, carnivore, omnivores, and understand the interdependence of the food chain

### ***Cycles in Nature***

- Investigate and understand basic sequences and cycles occurring in plants and animals
- Explain that the earth and moon's movements cause day and night, seasons, moon phases, and tides

Grade 3

### ***Soil, Water, and Energy Resources***

- Investigate and understand the major components of soil, its origin, and importance to plants, animals, and humans
- Identify major water sources for people, the causes of pollution, and methods of conservation
- Investigate and understand different sources of energy
- Compare and contrast renewable and nonrenewable resources



In third grade, students develop an understanding of people long ago and far away by studying about ancient Greece and Rome and the early West African empire of Mali. The contributions of these places are investigated, along with their impact on our world today. Students also learn about the exploration, discovery, and colonization of America. Third graders apply the terms “hemisphere,” “equator,” and “prime meridian” as they study the geography of the world. Maps, charts, tables, and graphs are also used to interpret geographic information. Economic studies continue within the context of times long ago and the present. Students learn about economic choices, specialization, and interdependence. In civics, students explain the importance of the basic principles that form the foundation of our government. Third graders also look briefly at Virginia Beach in relation to the strands of history, geography, economics, and civics.

### ***History***

- Explain how the contributions of ancient Greece and Rome have influenced the present in terms of architecture, government (direct and representative), and sports
- Define the terms “contribution,” “direct democracy,” and “representative democracy”
- Identify examples of ancient Greek and Roman architecture and art
- Identify the sporting events of the ancient Greeks

- Describe the early West African empire of Mali with emphasis on its oral tradition (storytelling), government (kings), and economic development (trade)
- Explain why storytellers were so important in the empire of Mali
- Explain why the empire of Mali was wealthy
- Identify the results of explorations and the impact of these explorations on American Indians by Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport
- Identify the sponsoring countries for each of these explorers
- Identify the successes of each of these explorers

### ***Geography***

- Use map skills to learn about the geography of ancient Greece and Rome and the early West African empire of Mali
- Locate the areas of ancient Greece and Rome and the empire of Mali
- Identify the physical and human characteristics of ancient Greece and Rome and the empire of Mali
- Use map skills to locate places on maps and globes, places on a simple letter-number grid, and the four hemispheres formed by the equator and prime meridian
- Understand the meaning of the terms “hemisphere,” “equator,” “prime meridian,” and “regions”
- Identify the location of the five oceans and seven continents
- Locate England, Spain, and France on a map
- Locate the regions (general areas) in the Americas explored by Columbus (San Salvador in the Bahamas), Ponce de León (near St. Augustine, Florida), Cartier (near Quebec, Canada), and Newport (Jamestown, Virginia)
- Identify the exact location of a place using the coordinates of a letter-number grid
- Interpret geographic information from maps, tables, graphs, and charts
- Construct tables, graphs, and charts to show geographic data

### ***Economics***

- Explain how producers use natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings) to produce goods and services for consumers
- Recognize that resources are used to produce goods and services
- Conclude that producers are people who use resources to make goods and/or provide services
- Identify examples of making an economic choice and explain the idea of opportunity cost (what is given up when making a choice)
- Define opportunity cost as the next best choice that is given up when a decision is made
- Conclude that people make choices because they cannot have everything they want

### ***Civics***

- Recognize the importance of government in the community, Virginia, and the United States
- Define rules as those things that people must or must not do
- Define laws as the rules by which people live
- Define government as a group of people who make rules and laws, carry out rules and laws, and decide if rules and laws have been broken
- Conclude that governments are necessary to keep people safe and maintain order
- Explain the importance of the basic principles that form the foundation of a republican form of government
- Understand that the basic principles of life, liberty, and the pursuit of happiness are privileges with which people are born and that cannot be taken away
- Explain that equality under the law means that all people are treated fairly
- Identify the contributions made by George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, César Chávez, and Martin Luther King, Jr. in the formation of our government
- Recognize that we celebrate Veterans’ Day in November as the day we show our respect for Americans who served in the military

- Recognize that we celebrate Memorial Day in May as the day we show our respect for Americans who died in wars while they were serving their country
- Recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms
- Describe how people can serve the community, state, and nation



The third grade health objectives reflect the National Health Education Standards and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

**Knowledge and Skills**

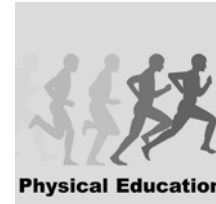
- Discuss the health benefits of regular physical activity and personal fitness
- Recognize safe and unsafe behaviors
- Understand the process of goal setting and how it promotes personal health
- Understand the benefits of resolving conflicts peacefully
- Develop strategies for solving health-related problems
- Understand that making good food choices based on nutritional content will positively impact growth and development
- Describe ways to say no to tobacco, alcohol, and other drug use
- Understand that using illegal drugs may negatively affect behavior and relationships with others

**Community Health and Wellness**

- Understand dietary customs and practices, recreational activities, celebrations, and traditions that may impact community health decisions

**Information Access and Use**

- Locate and access health services and agencies to obtain health information
- Understand how health care has improved as a result of advances in science and technology
- Explore the use of a variety of print to access health information



The third grade physical education objectives reflect the National Standards for Physical Education and the Virginia Standards of Learning. Instruction reinforces the Standards of Learning in the core subject areas.

- Participate in a variety of activities that improve physical fitness
- Throw, catch, dribble, volley, and strike objects in activities which require students to be both stationary and moving
- Perform short sequences of roll, balance, jump, and transfer of weight from feet to hands
- Perform short sequences of rhythmic movements
- Demonstrate the ability to work independently as well as with other children



The third grade technology proficiencies offer children a variety of experiences in the utilization of technology. All technology experiences are to be integrated into the subject areas of language arts, mathematics, science, and social studies, emphasizing the use of technology as a tool for learning.

### ***Basic Operations and Concepts***

- Explain common uses of computers in daily life and advantages and disadvantages of each
- Use developmentally appropriate software applications such as database, word processing, spreadsheet, multimedia presentation, graphics, etc.
- Use developmentally appropriate and accurate terminology
- Use developmentally appropriate technology such as scanners, digital cameras, AlphaSmarts, laptops, hand-held computers, etc.

### ***Social and Ethical Issues***

- Demonstrate the responsible and ethical behavior associated with the use of technology systems and software
- Recognize, discuss, and demonstrate responsible online safety
- Recognize and explain that copyright laws protect works of individuals/groups/companies
- Understand and demonstrate ethical behavior when using technology as it relates to the school division's Acceptable Use Policy

### ***Technology Research Tools***

- Use appropriate electronic resources to access information such as online resources, electronic encyclopedias, electronic dictionaries, and topic specific software
- Refine an electronic information search using appropriate search strategies
- Evaluate the accuracy and appropriateness of electronic information sources

### ***Problem-Solving and Decision-Making Tools***

- Select and use appropriate electronic resources such as the online catalog, electronic encyclopedias, electronic dictionaries, topic specific software, and Internet, to solve problems and make informed decisions
- Select appropriate applications to accomplish an assigned task

### ***Technology Communication Tools***

- Plan and create developmentally appropriate multimedia products including text, graphics, and transitions

- Write, revise, edit, and print a composition
- Produce a specialty page with text and graphics
- Create an electronic graphic organizer such as a fishbone diagram, story web, Venn diagram, cause and effect chart, etc.
- Use technology resources for independent and directed learning activities



The third grade Essential Information Literacy Skills (EILS) enhance student experiences for developing skills in information literacy, independent learning, and social responsibilities. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

### ***Information Literacy***

- Utilize and refine search strategies when locating materials or information
- Identify a variety of potential sources of information
- Select and evaluate the best resources for a given purpose
- Identify and use various technologies including books, electronic resources, and other media, to obtain information
- Demonstrate the ability to use information from a variety of resources such as dictionary, index, glossary, thesaurus, encyclopedia, online materials, almanac, and atlas
- Organize and record information using a variety of visual formats

### ***Independent Learner***

- Paraphrase or summarize information from a variety of sources
- Synthesize information from a variety of sources
- Recognize a variety of genres
- Identify the characteristics of biographies and autobiographies, poetry, fairy tales, myths, folk tales, legends, and fables

- Utilize the online catalog to find information for research and personal use, including reading for personal growth and pleasure

***Social Responsibility***

- Develop an understanding of the ethical use of information
- Provide citation information when given a template
- Collaborate actively in the sharing of knowledge and problem solving
- Use Internet appropriately as a means of personal learning and the respectful exchange of ideas and products
- Practice Internet safety
- Comply with the school division’s Acceptable Use Policy

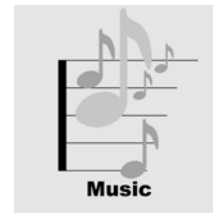


The elementary art program incorporates the National Standards for Art Education, the Visual Arts Standards of Learning, Virginia Beach City Public Schools Art Objectives, and supports specific core academic Standards of Learning. The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines of art history, art production, aesthetics, and art criticism.

Art in the third grade develops an understanding of the disciplines of art history, art criticism, aesthetics, and production. An emphasis is on developing concepts and skills in observation, problem solving, and communication. Students use a balance of learning and creating to examine and to develop appreciation of the visual images in their communities. Elementary art focuses on skills needed for appreciation of art and becoming an informed consumer. Students participate in an art class each week that is taught by an art teacher.

- Explore universal concepts
- Begin to formulate a personal definition of art

- Explore the many reasons why people make art
- Expand an appreciation for the artistic choices of others
- Appropriately connect artworks to time and place
- Compare and contrast the functions of artworks
- Describe artworks in a perceptive manner
- Make connections between various components of the artwork
- Develop skills for interpretation of artwork with persuasive evidence
- Construct more than one interpretation of an artwork
- Use personal ideas in an innovative manner
- Demonstrate individual responsibility for the proper care of art materials and tools
- Demonstrate increasing mastery of art-related motor skills
- Communicate a wide range of moods and emotions through artwork
- Investigate real life and cross-curricular connections



The study of general music in the elementary school focuses on the development of certain minimum skills, understandings, and attitudes essential to becoming an informed consumer of music. The student experiences music through a variety of related activities which include listening, singing, moving, and playing melodic and chordal instruments. Emphasis is placed on exploration, appreciation, creativity, expression, and enjoyment. Students participate in a music class each week that is taught by a music teacher.

The elementary music program incorporates the National Standards for Music Education, the Virginia Standards of Learning for Music, and reinforces instruction in specific core Standards of Learning.

- Imitate melodic patterns comprised of pitches within an octave with characteristic vocal tone quality
- Perform rhythmic combinations from traditional notation while maintaining a steady beat
- Respond to music with movement
- Identify duple and triple meter by sight (meter signature) and sound
- Identify two and three-part compositional forms using the terms AB, ABA, and AABA
- Recognize music symbols within a composition and use music terminology to explain their functions
- Explore the music of world cultures through song, dance, and movement
- Identify the four orchestral families from aural and visual examples
- Identify notated melodic patterns which move upward, downward, or remain the same
- Demonstrate an understanding of the relationship between music and other disciplines
- Identify changes of tempo using chant, song, movement, body percussion, and instruments
- Identify the beginnings and endings of phrases
- Identify selected examples of differing textures in music
- Identify and define selected dynamic markings



**Gifted**

The school-based program for gifted education is grounded in the content of the regular curriculum, but is differentiated, modified, and expanded to provide appropriate learning challenges for students identified for gifted services. Opportunities are provided for students through whole group instruction by the school's gifted resource teacher to enhance creative, critical, and logical thinking skills; to use problem solving strategies; to strengthen communication skills; and to enhance positive attitudes towards themselves and others. The gifted resource teacher in each school works collaboratively with each cluster teacher to differentiate curriculum and instruction to meet the needs of gifted learners. For further information

contact the Office of Gifted Education at 263-1405.

### **Dance Education and Gifted Visual Arts Programs**

The Dance Education and Gifted Visual Arts Programs provide sequential skills and concept development for students identified as gifted in the areas of visual arts and dance. As a result of the program, students will develop advanced skills and process in the art form, acquire knowledge in the history and careers of the fields, use advanced thinking and communication skills, and demonstrate personal growth. Students participating in this program attend the Old Donation Center one day a week. Referral forms for the program are available in each elementary school. For further information, call Old Donation Center at 473-5043.



**Remedial**

Remedial education programs designed to strengthen and improve academic achievement of students who are educationally at-risk are available to students in grades kindergarten through twelve. Remediation goals will be established for eligible students, and student progress will be monitored. For further information, call the principal of your child's school.

### **Special Education**



Special education is the identification, evaluation, and provision of an individualized education program (IEP) for students with disabilities who meet the eligibility requirements under the *Individuals with Disabilities Education Act*. The IEP addresses the student's individual needs.

It includes goals and objectives to support the student's progress in the general education

curriculum to the greatest extent possible. The delivery of instruction may include modifications and/or adaptations to instructional techniques, materials, equipment, and setting. For further information about special education, contact the Parent Resource Center at 263-2066.



**English as a  
Second Language**

The grades 1-5 English as a Second Language (ESL) program supports grade-level science and social studies Virginia Standards of Learning (SOL).

The goal of the ESL program is to teach English to English language learners' so that they may acquire the language communication skills and academic language necessary to participate successfully in the mainstream classroom. Instruction is designed to meet the needs of students at various levels of English proficiency. Language and culture taught in the ESL program reinforce skills and concepts taught in all areas of the regular curriculum. For further information concerning ESL, call the coordinator of English as a Second Language, Office of Instructional Services, at 263-1080.