

### **Our Third Grade Mission:**

To provide a quality educational environment that recognizes the unique academic, social, emotional, and physical needs of the individual student, while encouraging a positive self-image and responsible citizenship. To instill a habit where our children will focus, become problem solvers, succeed, and become life long learners in a learning environment that is exciting, interesting, and enjoyable.

**Art:** The Visual Art Program at Saint John Vianney aims to inspire, challenge, and empower each student through exposure to the arts. It is our goal that students will become life-long learners, appreciators, and supporters of the Fine Arts.

Art creation is the foundation of our program. Students are expected to take pride in their work while developing their craft with patience and perseverance. The curriculum addresses both historical and contemporary practices, exposing students to a wide variety of media, techniques, and processes in two and three dimensional design. Students are taught how to evaluate and analyze art, thus, gaining an appreciation for a wide range of styles, movements, cultures, and historical works of art. Students learn concepts and vocabulary associated with the visual arts, as they are expected to communicate these ideas in visual, oral, and sometimes written form.

The range of art projects is as varied and diverse as the unique individuals that create them. The Visual Arts Program supports all subject areas and incorporates cross curricular instruction as much as possible. From mathematics to religion, the arts span all disciplines and require higher order thinking skills, creative problem solving, self assessment, expression, and awareness. The art curriculum is derived from Diocesan Standards and strives to remain current with state, national and global trends in art education.

### **GRADES K-4 CONTENT AND ACHIEVEMENT STANDARDS:**

**Content Standard #1:** Understanding and applying media, techniques, and processes  
*Achievement Standard:* 1. Students know the differences between materials, techniques, and processes. 2. Students describe how different materials, techniques, and processes cause different responses. 3. Students use different media, techniques, and processes to communicate ideas, experiences, and stories. 4. Students use art materials and tools in a safe and responsible manner

**Content Standard #2:** Using knowledge of structures and functions: *Achievement Standard:* 1. Students know the differences among visual characteristics and purposes of art in order to convey ideas. 2. Students describe how different expressive features and organizational principles cause different responses. 3. Students use visual structures and functions of art to communicate ideas

**Content Standard #3:** Choosing and evaluating a range of subject matter, symbols, and ideas: *Achievement Standard:* 1. Students explore and understand prospective content for

**works of art. 2.** Students select and use subject matter, symbols, and ideas to communicate meaning

**Content Standard #4: Understanding the visual arts in relation to history and cultures**

*Achievement Standard:* 1. Students know that the visual arts have both a history and specific relationships to various cultures. 2. Students identify specific works of art as belonging to particular cultures, times, and places. 3. Students demonstrate how history, culture, and the visual arts can influence each other in making and studying works of art

**Content Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others:**

*Achievement Standard:* 1. Students understand there are various purposes for creating works of visual art. 2. Students describe how people's experiences influence the development of specific artworks. 3. Students understand there are different responses to specific artworks

**Content Standard #6: Making connections between visual arts and other disciplines**

*Achievement Standard:* 1. Students understand and use similarities and differences between characteristics of the visual arts and other arts disciplines. 2. Students identify connections between the visual arts and other disciplines in the curriculum

**Foreign Language:** The foreign language program in third grade is designed to allow our students to experience other cultures through literature, music, art, dance, and other entertainment. Students learn and recite proverbs, short poems, songs, prayers and anecdotes, to identify people and objects from oral and written descriptions, to use appropriate gestures and oral expressions for greetings, leave-takings, and common classroom interactions. Our students are introduced to and participate in age-appropriate cultural activities including games, Catholic Spanish customs, and traditional Spanish celebrations. They begin to recognize and identify people, Spanish saints and objects from oral and written descriptions and use this information in other school subjects.

**Language Arts:** Exploration and guided discovery are the driving forces behind the language arts program which encompasses listening, speaking, reading, and writing skills necessary for future proficiency in these disciplines. The primary focus in Third grade is reading skills, with grammar skills a close second. While our Third graders continue to develop listening comprehension and vocal reading development their phonological awareness, word analysis, vocabulary development, and listening comprehension are explicitly and consistently developed throughout the year.

During the course of the year our Third grade students continue to recite from memory, participates in dramatizations, begin to give formalized speeches by using aides to speak formally (i.e. note cards, props etc.) and participate in group discussions and story development. Listening skills continue to be strengthened by following both two and three step oral directions, recalling sequence of events in a story, by predicting outcomes, and then answering orally to specific questions about a lesson demonstrating basic comprehension skill. Our Third graders begin to correlate and evaluate the information taught in class so they can express their own thoughts, views, and opinions on a given topic as well as determine if the information given is either fact, fiction or opinion.

Reading skills continue to develop syllable identification, antonyms, synonyms, and homophones, as well as organizing events in sequential order and recognizing root words and suffixes. Students will continue to learn to use a variety of reading strategies such as context clues, phonics, sentence structure, and prior knowledge to discern main ideas and predict endings. The Third grade student continues to connect reading vocabulary through a variety of reading, writing, listening, and speaking language activities in the language arts and other subject areas and develop it by using mapping activities. They also continue to distinguish between the various types of works, such as fictional, fantasy, folktale, myth, fable, parable, historical fiction, legend, etc. Students continue to locate words in a dictionary using alphabetizing skills, to use the glossary in a book and to use word syllabication. Our students continue to develop word meaning skills by using base (root) words, by using compound words, their knowledge of useful and familiar words as a strategy to develop and understand new words and the use of context clues as strategy to understand unfamiliar words. Third graders read to identify the plot line, the setting, the main characters and their motivation in a story/selection. They begin to use a thesaurus to find new words to increase their vocabulary and to develop word meaning skills by using multiple-meaning words and analogies. Third graders understand inferential meaning by interpreting cause/effect and recognizing figurative/picturesque language and by making compare/contrast relationships in relation to a story or text.

Every child will observe and participate in a variety of writing activities focused on writing responses across the curriculum in the form of letters, journals, poetry, directions to complete a task, and observations about authors. They begin to understand that prewriting is the stimulation of ideas and gathering of thoughts. Participating in small group or whole class written pieces as well as continuing to free write to stimulate cognitive and imaginative processes that provides thoughtful reflection is just a few areas used to develop our Third graders writing skills. Students begin to write drafts, then revise each type of writing i.e. essay, letters, invitation, thank you, drama, poetry, narration, argumentation, etc. then use the proper form for each type of writing. Grammar skills are honed such as punctuation, verb agreement, prepositions, interjections, conjunctions, and analysis of the written work by sentence function. Each area is designed to enhance the child's confidence in their ability to communicate. Handwriting activities are designed to convey the Third grader's need to express themselves, to share their experiences and to promote proper cursive handwriting skills and to stimulate thought reflection learning.

**Library:** During their weekly library visit, Third graders continue to discover the realm of possibilities that can feed ones imaginations. Each child continues to develop the skills essential to becoming an active and thoughtful library user. The class listens to literature for pleasure and information, often participating in the storytelling, drama, and poetry, then relating the elements of the literature to personal experiences and predicting the outcomes of each story. Then each child is able to share in the selecting of their own books, including chapter books, verbalizing requests in locating materials, developing the proper procedures to checkout their selections at the circulation desk and to return the materials. Students at this level are beginning to use the card catalog on the computer and located books. They understand the arrangement of the library and can find books on an independent level. The students continue to predict outcomes, discern the different types of literature, such as fairy tales, folklore, poetry, etc. and to share opinions about the

materials heard, read or viewed. Third graders begin to use encyclopedias, dictionaries, magazines, and atlases in the reference section to research topics across the curriculum. Each visit is designed to spark the child's imagination, enhance the desire to read and to discover a world beyond their scope of existence.

**Math:** The math experience for the Third grader continues to focus on mathematical explorations which are core to our daily activities and correspond to opportunities for mathematical thinking. This process tends to be hands on using manipulatives and games to develop number orders/patterns, measurements, patterns, size, quantity, shapes and to solve problems. The children will continue to add and subtract 3-6 digit numbers, to work with fractions, multiplication and division, to solve word problems and identify geometric shapes and terms. Students continue to develop numeric patterns, to construct their own graphs from given data, estimate sums and predict outcomes. Third graders begin to work with decimals; adding and subtracting money by relating money transactions that a Third grader would most likely come in contact with during the course of their day.

**Music:** The sense of music skills is a sense of rhythm and pitch. The Third grade student continues to develop good singing posture, breathing, diction, and does rhythmic activities to develop their singing voice and lend toward group music experiences. This is the second year for the group choir experience, "Wings of Choir" and each student who chooses to participate is able to perform at various venues and do special liturgical songs during school mass, sing at school events or on "Holy Days of Obligation." They continue to follow the directions of the conductor, to differentiate tempo, rhythm and beat and to interpret mood of music. Students will explore and experiment with a variety of musical instruments, with a focus on the flutophone to develop their natural inclination toward self expression and creativity to reinforce self-esteem and foster enjoyment. Students will also create their own stories and distribute rhythm instruments to their classmates, and direct them to imitate key words with the rhythm instruments in their stories. Students will also create their own stories and distribute rhythm instruments to their classmates, and direct them to imitate key words with the rhythm instruments in their stories. . Students will learn about songwriting and write lyrics about something dear to them. Students will be introduced to Sibelius software in the computer lab to begin the process of creating music.

**Physical Education:** The emphasis in PE is on the development of each child's strength, endurance, co-ordination, balance, and large muscle activities such as running, throwing, catching, kicking, dancing, etc. Third graders build on the skills learned in previous years such as the necessity of warm-ups of body muscles before strenuous exercise, movement in a space without collisions, aerobic activities, and movement education to a beat or music. Each Third grader must wear proper clothes and shoes for physical exercises. Students continue to demonstrate the ability to lead and follow, dribble, kick and catch a ball, understand oral directions, and maintain balance in a variety of postures. Students will start to play team games. Students will participate in Jump Rope for Heart. Continued development of the concept of shared space, equipment, group co-operation, good sportsmanship behavior and team effort is

an important part of the Third grader's experience and curriculum.

**Religion:** We believe that the salvation of each child's soul is primary and with their salvation in mind, we direct each student to lead virtuous lives pleasing to God, not for their own prestige. Their academics and their spiritual instruction will help them to witness the Gospel in the world and to learn what God has planned for each one of them. To this goal appreciation of one's abilities and uniqueness of self and others, identifying rights and responsibilities of membership in family, neighborhood, parish faith community, and society, as well as recognizing the authority of God and of parents in one's life are key. Each student identifies and practices Christian values, the persons with authority in the church, and participates in Christian services. Every child is taught that the two great commandments are the core of Jesus' message and that Jesus is the model of all God wants us to become. Recognition of the major title of Mary as the Mother of God, that the Father as our Creator, and the Spirit as the source of unity and grace carrying out the work of Christ in the world encourages each child to show concern for the poor, the weak and the suffering. Explanations of the liturgical year, the Eucharist as a meal sharing celebration, the bible as the inspired word of God and the sacrifice of Jesus' gift of Himself, the sacraments, the different parts of the mass, the meaning of gestures such as kneeling, signing, genuflecting, responding to prayer, and the different forms of prayer, enable each student to become an informed and active members in the Catholic community. Discussions of scripture help each child reach a deeper understanding of life, faith, and love of oneself and others. Each child participates in prayer, recites basic responses of the Mass, which they attend once a week, and memorizes the prayers: Our Father, Hail Mary, Glory Be, Angel of God, Grace before/after meals, Act of Contrition, and the Morning Offering, as well as begins the spontaneous prayer experience. Identifying and discussing the lives of saints as friends and models for Christian Life helps each student reach a deeper understanding of life and faith. Third graders continue to study the sacraments, with their focus on the continual need for reconciliation within the community.

**Science:** Third graders continue their exploration of the world using the scientific process to study the earth, the weather, animals, plants, organisms, and the universe through hands on activities which encourage the discussion and sharing of ideas as they work to process what they are observing. Activity and conversation fill the room as children participate in the activities to explore, investigate, observe, and describe a wide variety of exercises geared to expand and acquire scientific knowledge. Developing keen observational skills is an integral part of the Third grader's science program as they focus on the Earth and Life Sciences and begin to investigate chemistry.

**Social Studies:** The Third grade social studies experience focuses on geography and political science in the context of classroom, home and community. Each student uses maps, globes, legends, and directions to locate their street, city, and country in relation to the equator, other continents and oceans to compare the various locations. Students continue to identify people who influence the United States' history, e.g. leaders, inventors, explorers, and begin to use current events to keep informed and identify recent happenings as well as recognize the need for world peace and an understanding of others, their lifestyles and beliefs.

**Technology:** The presence of computers in the classroom gives each child the opportunity to play games that reinforce other disciplines such as reading, math, etc. and to begin teaching simple word processing skills. Each Third grader goes to computer class once a week, enhancing the classroom experience with the use and understanding of the proper and responsible use of the Internet, basic computer terms and concepts, and the use of websites and graphics programs to create and research information to convey an idea and further on topic knowledge. Students continue to develop keyboarding skills by using the Type to Learn Program by Sunburst. Third graders continue to learn the appropriate and ethical conduct of computer/internet use by following the school's Internet User Policy, and respecting the privacy of all users. The emphasis on creativity and the use of a word processor, saving and retrieving files and documents, and continued development of proper keyboarding skills with increased speed and accuracy enables each Third grader to work independently as they enhance their knowledge across the curriculum.