Country Day School
Elementary House

Teaching & Learning at CDS
Overview for Families

Grade 3

2020 – 2021

Welcome to our Grade Three Teaching & Learning Overview!

We hope the pages that follow will provide you with a window on our CDS learning world that leaves you not just better informed about our curriculum, but inspired by the liveliness and sense of purpose that characterize our day-to-day activities and experiences in the Elementary House at CDS.

From year to year as they progress along the CDS learning continuum, we provide our students with opportunities and challenges designed to:

(i) consolidate and extend their knowledge base
(ii) develop and refine their skills
(iii) deepen their understanding of universal concepts, and
(iv) foster positive dispositions and attitudes.

This overview outlines for you the learning expectations we have of our grade three students, and also offers some insight into the ways in which these are met across the school year.

Please do not hesitate to contact us should you wish to know more about our teaching and learning program in the Elementary House – we would be more than happy to answer any questions you may have.

Primary Vision Of Learning

•nurture

Through caring, strengthening, tending, guiding, supporting, scaffolding, encouraging; through paying attention to our students' Social Emotional Development: their identity, personhood, individuality and the qualities of integrity, sincerity, empathy

•empower

Through building capacity: extending knowledge, deepening understanding, refining skills, fostering dispositions; through examining and promoting self-knowledge, self-confidence and resilience; through framing decision-making and action-taking as the culmination of analysis, judgment, discernment

•inspire

Through being authentic learner role models, questioning and challenging assumptions and openly exhibiting a passion and enthusiasm for learning; through encouraging curiosity, creativity and innovation; through validating positive action and solution-oriented approaches; through ensuring learning is meaningful, relevant, engaging and challenging

an inclusive community of learners committed to nurturing the development of the whole child through meaningful, playful inquiry

The Written Curriculum:

What do we want our students to learn?

Our Adopted Standards: Balance and Structure Across Disciplines

The foundations of our written curriculum at CDS are based on our adopted standards and the objectives we have derived from them in each discipline area: in Mathematics and English Language Arts (ELA) we structure the content of our teaching and learning around the US Common Core standards; in Science, we have adopted the New Generation standards (NGSS); in Social Studies we are currently working with a standards series from North Carolina in the US (NCSS); in Spanish, we have adopted standards created by the American Council on the Teaching of Foreign Languages (ACTFL); in Music and Visual Arts we refer to the National Core Arts Standards (NCAS); and in Physical Education, SHAPE America's national standards are our point of reference.

Our adopted standards establish a baseline that spans the entire CDS continuum, thereby ensuring that we have a structured progression of learning targets in each discipline area, that runs vertically and cumulatively through the grade levels, from Pre-kindergarten to Grade 12. *Within* individual grade levels, our standards also create horizontal integrity and help articulate learning expectations in each discipline across the course of each school year.

Units of Learning

In the Elementary House, across all disciplines and grade levels, our standards are reviewed by our grade-level teams, and then arranged in discrete clusters around which comprehensive units of learning are then created. Our units are developed using the planner framework published by the Understanding by Design (UbD) organization, and housed in our school-wide curriculum planning/archiving tool, Rubicon Atlas, for sharing with colleagues across the school.

The Taught Curriculum:

How do we know that our students are learning?

Assessment Design: Standards-based and Objectives-aligned

To strengthen the cohesion of our learning cycle, it is essential that direct connections are made between the learning objectives we set for our students in the planning stages of our units and the assessment tasks we plan to assign during, and at the end of, those units.

Our assessment tasks are established at the outset and are designed in such a way as to give students ample opportunity to demonstrate what they know, understand, and are able to do, in a variety of contexts and ways. When students are able to show what they have learned, they are providing evidence of their learning, and it is through the collection and evaluation of this evidence that we are then able to provide reliable feedback to students and parents on achievement and growth.

In the Elementary House, we use the following 1-4 grading scale to evaluate, and report on, student achievement:

(1) Emerging	(2) Developing	(3) Proficient	(4) Mastered
Beginning to demonstrate aspects of the understanding, knowledge, and skills aligned with this grade level learning expectation; requires substantial assistance when working on tasks/assignments.	Partially demonstrates the understanding, knowledge, and skills aligned with this grade level learning expectation; requires some assistance when working on tasks/assignments.	Fully demonstrates the understanding, knowledge, and skills aligned with this grade level learning expectation; requires very little assistance when working on tasks/assignments. May make minor errors.	Consistently and over time, demonstrates an in-depth command of the understanding, knowledge, and skills aligned with this grade level learning expectation; requires no assistance when working on tasks/assignments. May make rare, minor errors.

Using this scale to develop discipline-specific criteria across the curriculum, we are then able to gauge how successful our students have been in acquiring the knowledge, skills, and understanding that underpin our targeted standards. Our consistent 1-4 record-keeping also translates easily into our quarterly student reports.

Grade 3 Interdisciplinary Units

Climate, Community, and Cultures	Animals Through Time	Forces & Motion	Historical Influences & Contributions
Enduring Understanding	**Enduring Understanding**	**Enduring Understanding**	**Enduring Understanding**
Climate patterns can be identified in different regions of the world, and they are influenced by seasonal change and geographical location.	*Organisms inherit and develop different traits for survival, and over the course of their life cycles, they experience many changes.*	*Forces affect the motion of objects.*	*Historical figures and events have an impact on development and change.*
Related concepts: *patterns; measurement; prediction; location; cycles; geography*	**Related concepts:** *organisms; structures; function; cycles; survival*	**Related concepts:** *forces; motion; energy; transformation; measurement; patterns; prediction, entrepreneurship*	**Related concepts:** *history; progress; technology; innovation; discovery*
Essential Questions	**Essential Questions**	**Essential Questions**	**Essential Questions**
• How do climate and geography impact different parts of human society, such as culture, trade, or transportation? • How do humans' impact or affect climate and geography?	• What determines or influences the traits of different organisms? • How do an organism's characteristics and behaviors influence their survival? • How are the life cycles of organisms similar and different?	• What makes objects move? • What causes objects in motion to stop? • How can we predict the movement of an object?	• What makes a historical event or contribution significant? • How do different perspectives influence our understanding of historical events and contributions?

Grade 3: Learning Overview for the First Quarter
2020-2021

Discipline Areas	Learning Overview
Mathematics	**In Quarter 1 the Grade 3 students:** ● understand "equal groups of" as multiplication ● visualize and represent multiplication through the array model ● determine the unknown factor (the size of group or number of groups) in a division problem ● demonstrate and practice the commutative property of multiplication by skip counting in array models ● model multiplication and division through various strategies, including array models and tape diagrams ● apply the distributive property to decompose units ● solve two-step multiplication and division word problems and assess the reasonableness of their answers ● solve two-step word problems involving all four operations and assess the reasonableness of their answers ● extend their understanding of the ways in which mathematical operations can be applied to solve problems ● work to develop fluency when adding and subtracting within 1000 ● apply estimation strategies to gauge the 'reasonableness' of their answers to problems involving addition and subtraction ● identify and explain mathematical patterns and represent these in equations using unknowns ● measure time, mass, and liquid volume ● apply addition and subtraction to solve problems within measurement contexts
English Language Arts [ELA]	**In Quarter 1 the Grade 3 students:** ● use detailed narrative writing to describe small moments in their own lives ● use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations ● work on sequence and structure to ensure that the events they were writing about unfolded in a meaningful way ● develop a lead to establish the setting and characters of their story and wrote a strong conclusion ● use a range of strategies to revise and edit their work ● use their knowledge of language conventions – capitalization, punctuation, and spelling – to strengthen their finished pieces ● learn and apply grade-level phonics and word analysis skills to spell and decode words
Interdisciplinary Studies CLIMATE, COMMUNITY & CULTURES	**In Quarter 1 the Grade 3 students:** ● make comparisons between the cultural and geographic characteristics of different climatic regions ● build an understanding of the difference between weather and climate ● establish patterns in climate that emerge from region to region ● inquire into the impact of climate on people, places, and culture ● explore how people adapt to, change, and protect the environment to meet their needs ● explain how the movement of goods, people, and ideas impact the community

Grade 3: Learning Overview for the Second Quarter
2020-2021

Discipline Areas	Learning Overview
Mathematics	**In Quarter 2, the Grade 3 students:** ● use their knowledge of place value to round numbers to the nearest 10 or 100 ● add and decompose two- and three-digit numbers to solve measurement problems ● delve into multiplication and division, and learned how to interpret whole number products and quotients ● apply their understanding of the properties of operations to solve word problems using multiplication and division ● work to develop accurate and quick recall of multiplication and division facts within 100, using the inverse relationship that exists between multiplication and division to strengthen their fluency ● identify patterns within multiplication and division tables ● develop a deeper understanding of the ways in which multiplication and division relate to addition and subtraction
English Language Arts [ELA]	**In Quarter 2, the Grade 3 students:** ● focus on the genre of informational text ● ask and answer questions to strengthen their understanding of a text ● identify the main ideas in a text as well as key related details ● interpret the meaning of academic or domain-specific words and phrases ● work on locating information efficiently using a range of text features and search tools e.g. key words, sidebars, and hyperlinks ● compare and contrast the most important points and details in two different texts on the same topic ● write effective introductions and conclusions in their own informational pieces ● purposefully choose illustrations to include alongside their text to support reader-understanding ● conduct small-scale research tasks in order to build knowledge about a given topic ● gather information from a range of texts ● take notes and sort their information into categories
Interdisciplinary Studies ANIMALS THROUGH TIME	**In Quarter 2, the Grade 3 students:** ● inquire into the following concepts: organisms; structures; function; cycles; interdependence; survival ● extend their knowledge and understanding of the life cycles of different organisms ● draw comparisons between the life cycles of different organisms, and determine similarities and differences ● investigate how and why we classify different living things ● research and examine some of the ways in which an organism's inherited traits and learned behaviors can provide advantages for survival

Grade 3: Learning Overview for the Third Quarter
2020-2021

Discipline Areas	Learning Overview
Mathematics	**In Quarter 3, the Grade 3 students:** ● calculate the area of rectangles ● find the unknown length of a side of a polygon ● determine the unknown whole number in multiplication and division equations relating three whole numbers ● recall the answers to multiplication and division calculations within 100 with increased speed and accuracy ● solve two-step word problems using the four operations ● represent problems using equations with a letter standing for the unknown quantity ● assess the reasonableness of their answers using mental computation and estimation strategies ● specify and partition a whole into equal parts and define the equal parts to identify a fraction numerically ● identify and count unit fractions using concrete models, fraction strips, and area models ● represent and identify fractional parts and parts of one whole as fractions in different ways using shading and number bonds ● compare unit fractions by reasoning with fraction strips and models
English Language Arts [ELA]	**In Quarter 3, the Grade 3 students:** ● develop their questioning and answering skills based around a range of texts ● describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events ● compare and contrast the same or similar characters written by the same author ● use text evidence to support answers to questions about a text ● explain how key details support the main idea in a text ● use language that pertains to time, sequence, and cause/effect ● describe relationships between two events, ideas, or steps in a text ● use context to confirm or self-correct word recognition and understanding, rereading as necessary ● explore the components of fairy tales ● write their own fairy tales to include the main elements of the genre ● use detail to show the reader what is happening inside and outside a character through the use of dialogue and 'showing not telling' ● include temporal words such as first, then, later in their writing to strengthen sequence ● elaborate on their writing through the use of details, dialogue, actions, thoughts, and feelings ● write appropriate fairy tale endings that connected back to events in their stories ● revise and edit their written work ● familiarize themselves with prefix, suffix, and base words

Interdisciplinary Studies FORCES & MOTION	**In Quarter 3, the Grade 3 students:** ● plan and conduct investigations to provide evidence of the effects of balanced and unbalanced forces on the motion of an object ● identify and explain balanced and unbalanced forces in relation to the motion of an object ● gather and analyze evidence, identify patterns and make predictions ● investigate and determine cause and effect relationships in the electric/magnetic interactions between two objects that are not in contact with each other ● establish scientific ideas about magnets ● create games and activities to demonstrate understanding in our Forces & Motion Pop-up Carnival

Grade 3: Learning Overview for the Fourth Quarter

2020-2021

Discipline Areas	Learning Overview
Mathematics	**In Quarter 4, the Grade 3 students:** ● represent fractions on a number line diagram ● express the area of each part as a unit fraction of the whole ● recognize and generate simple equivalent fractions e.g.1/2 = 2/4 ● compare fractions with the same numerator but different denominators by reasoning about the size of the denominators ● compare fractions with the same denominator but different numerators by reasoning about the size of the numerators ● recognize when comparisons are valid i.e. when the two fractions refer to the same whole. ● record the results of comparisons with the symbols >, < or = ● justify comparisons using visual fraction models ● generate and organize data with tape diagrams and scaled bar graphs ● solve one and two-step problems using graphs ● interpret, represent, analyze and problem solve measurement data using line plots
English Language Arts [ELA]	**In Quarter 4, the Grade 3 students:** ● distinguish their own point of view from that of the author of the text ● form written arguments with reasons and supporting details ● write persuasive speeches related to student-selected Global Goals ● reflect on and modify their writing through revision, using checklists for support ● recognize and correct errors in their spelling and punctuation ● describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect ● use text features and search tools (e.g., keywords, sidebars, hyperlinks) to locate information relevant to a given topic efficiently ● compare and contrast the most important points and key details presented in two texts on the same topic

Interdisciplinary Studies HISTORICAL INFLUENCES & CONTRIBUTIONS	**In Quarter 4, the Grade 3 students:** ● identify key historical events and explain their significance ● identify contributions made by a range of historical figures in the local community and regions ● analyze and explain the impact of contributions made by diverse historical figures ● explain how historical narratives reflect multiple perspectives ● explain how our understanding of change over time is influenced by historical narratives ● explain some of the ways in which various groups show artistic expression within the local and regional communities ● come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion ● explain their own ideas and understanding in light of the discussion ● report on a topic with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace

Additional Areas of Learning

In addition to our core disciplines, the full learning complement in the Elementary House also comprises Spanish, Music, Art, Physical Education (PE)/Health & Wellness, and Social-Emotional Learning (SEL). Students attend weekly scheduled classes for Spanish (5), Music (2), Visual Arts (1), PE (2), and SEL (1).

Spanish

Spanish, the language of our host country and the mother tongue of over 60% of our student population, is our 'additional language' choice in the Elementary House. The teaching and learning of Spanish across the Elementary span a comprehensive range of Spanish language proficiency levels. From Novice through Intermediate to Advanced, our students are accommodated across two Spanish as a Second Language (SSL) classes; those students whose mother tongue is Spanish, or whose Spanish is near-fluent, attend Spanish Primera Lengua classes. Over the course of the year, our students enjoy a balanced range of learning opportunities aimed at developing their interpersonal communication, presentational speaking, writing, interpretive listening, and reading, across a series of unifying themes e.g. Families, Contemporary Life, Communities, and Popular Culture.

Visual Arts

Through a range of activities and tasks based around creativity and response, our students are able to gain a deeper appreciation of the visual arts generally. Moreover, they develop their understanding and skills in relation to different approaches, techniques, and media, and apply these to fully express their ideas and perspectives.

Music

Through listening to and producing their own musical sounds, our grade three students are able to better understand the expressive qualities of different musical elements. Our young musicians are given a wide range of opportunities to experiment and work with different instruments and techniques, as well as perform.

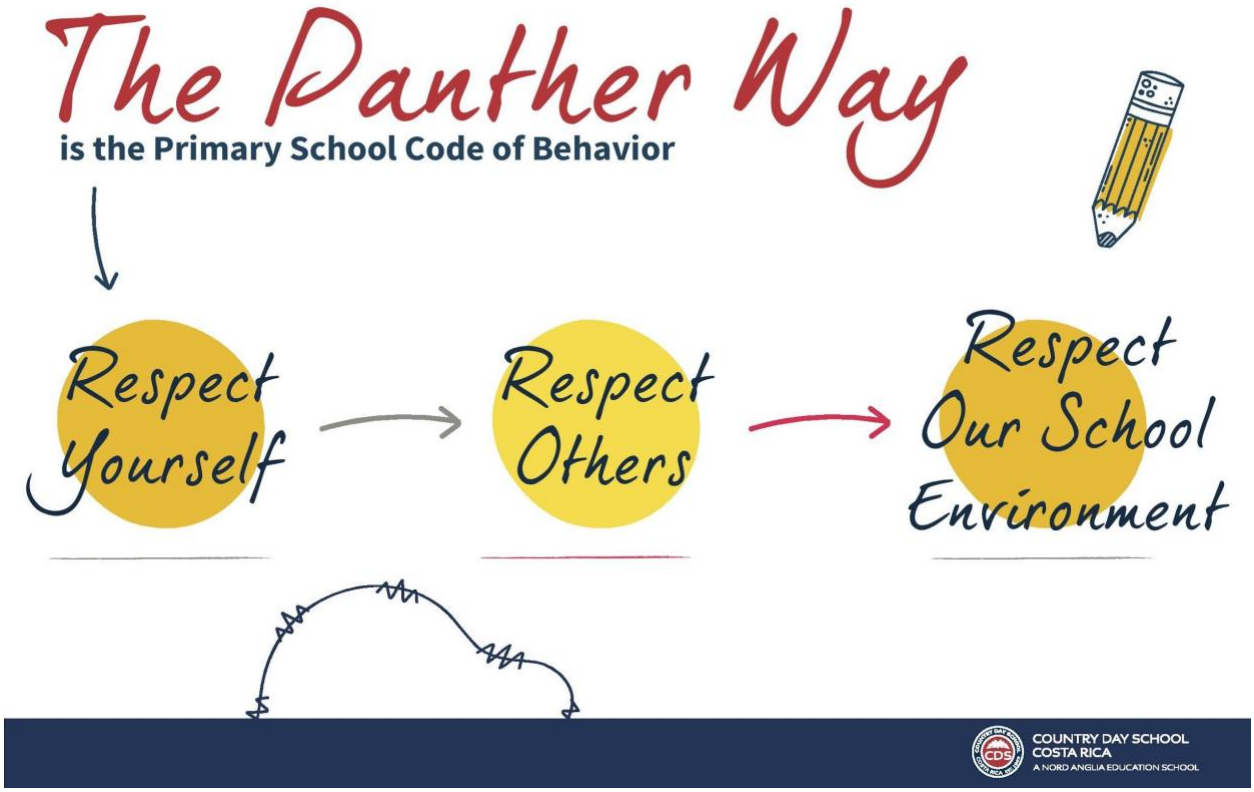
Physical Education (PE)

PE classes in the Elementary House are designed to encompass and address all areas of our students' physical development and wellness. Across the school year, the activities our grade three students participate in are varied and balanced, and provide them with the opportunities they need in order to develop their determination, strength, coordination, and collaborative skills.

Social & Emotional Learning

Going on the principle that our sense of self, purpose, and wellbeing is intricately connected with our learning success, we work continuously at CDS to help our students develop a solid grounding in emotional and social competencies. When students are socially and self-aware and possess effective self-management skills, their attitudes to learning are more likely to be positive and resilient. Likewise, their relationships with teachers and fellow-learners are more likely to be cooperative and empathic, and their understanding of the world and how it works more is comprehensive and well-rounded. Opportunities for social and emotional learning at CDS are created just as wholeheartedly and purposefully as opportunities for learning within academic disciplines. We accomplish a lot in this regard through:

(i) the adoption of a range of Responsive Classroom strategies and approaches
(ii) our promotion of The Panther Way (respect for self, others, and the environment),
(iii) monthly assemblies to meet and explore topics such as diversity, inclusiveness, and global citizenship in Big Animals Nations Family groups
(iv) opportunities to connect and work with students from different grade levels, schools, and countries through and NAE Global Campus activities, and
(v) weekly classes facilitated by our Elementary Guidance Counselor, guiding students through activities and discussions on themes such as friendship, organization, growth mindset, managing stress, and a variety of child safeguarding topics.


The Panther Way
is the Primary School Code of Behavior
Respect Yourself
Respect Others
Respect Our School Environment
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COSTA RICA
A NORD ANGLIA EDUCATION SCHOOL