

Hartland School

Grade 3 Specials at Glance

Health Curriculum

| Unit 1: Feelings and Behaviors | Unit 2: Transmission and Prevention of Diseases | Unit 3: Prevention of Injuries, Bullying & Teasing | Unit 4: Nutritional Value of Food | Unit 5: Short and Long Term Effects of Tobacco and Alcohol |
|---|--|--|---|---|
| <p>In this unit, students will learn how to express different feelings in a healthy way. Students will learn how to manage stress and anxiety along with getting help for troublesome thoughts and feelings. Students will use self-control strategies to help promote healthy behaviors and actions.</p> | <p>In this unit, students will learn about the importance of practicing appropriate hygiene habits. Students will learn how to promote their emotional well-being and to use their resources to address common infectious diseases and conditions.</p> | <p>In this unit, students will learn appropriate safety rules when riding in or on a motor vehicle. Students will learn to avoid risky and unsafe behaviors to prevent injury. Lastly, the students will learn how to avoid bullying and being a bystander to bullying. By the end of the unit students will know how to get help and stop a bullying situation.</p> | <p>In this unit, students will learn to choose whole-grain food products as a healthy choice. Students will learn about different fruits and vegetables to include in their meals. They will review the importance of drinking lots of water and limiting the amount of sugar they have during the day.</p> | <p>In this unit, students will learn how to support others in making the choice to be tobacco, alcohol, and drug free. Students will learn about the different forms of tobacco and the different illnesses that come with consistent tobacco usage. Students will review the importance of avoiding exposure to second-hand smoke.</p> |

PE Curriculum

| Unit 1: Movement and Cooperative Games | Unit 2: Manipulatives: Striking and Goal Keeping | Unit 3: Parachute Games | Unit 4: Bowling and Golf: Aiming and Directing | Unit 5: Ball Handling and Movement | Unit 6: Tumbling | Unit 7: Creative Play: Juggling | Unit 8: T-Ball/Wiffle Ball |
|---|--|---|---|---|--|---|--|
| <p>In this unit, students will understand the fundamental movements in order to participate in all physical education activities and games. Students will participate in cooperative games.</p> | <p>In this unit students will understand the fundamental movement skills such as striking and goalkeeping using balls of various sizes and weights. They will perform these movement skills using their body, feet or hands.</p> | <p>In this unit students will learn to work cooperatively while participating in a variety of parachute skills and games. They will manipulate the parachute by following basic directions.</p> | <p>In this unit, Students will learn skills to aim and direct a ball. They will aim and direct the balls in different ways and for different distances. Language, strategies of the games and scoring will be introduced.</p> | <p>In this unit, students will use a Nerf or basketball to build shooting and rebounding skills. They will learn about the distance and effort required and proper hand placement. They will use a Pillo Polo stick to aim toward a target and to block a shot.</p> | <p>In this unit, students will combine balancing, rolling, jumping and landing skills to begin tumbling. Specifically taking off from one foot to landing on two feet.</p> | <p>In this unit, students use tennis balls to juggle. They will be developing hand eye coordination skills. The goal is to use more objects than the number of hands (scarves/tennis balls)</p> | <p>In this unit, students will participate in games such as T-Ball and wiffle ball. They will continue to practice throwing and catching skills while learning skills for hitting.</p> |

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Music Curriculum

| Unit 1: Staff Notation | Unit 2: All School Sing 3 | Unit 3: Recorder Karate | Unit 4: Listening Maps |
|--|--|--|--|
| <p>In this unit, students learn to read and interpret music as expressed through staff notation, as well as write original musical phrases in preparation for later units of study in Grade 3.</p> | <p>In this unit, students revisit performing music for an audience. Students will work with the teacher to select piece(s) of music and rehearse their performance until completion, utilizing staff notation.</p> | <p>In this unit, students learn to perform independently and in a group on soprano recorders, playing pieces of growing complexity while engaging in further interpretation of staff notation. They earn color-coded "belts" for their recorders (much like in martial arts) as they master progressively harder pieces.</p> | <p>In this unit, students learn to interpret listening maps for a variety of genres of music. They will construct their own listening maps to guide one another in understanding the structure and key aspects of examples of music.</p> |

Art Curriculum

| Character Collages | Pumpkins at Night | Rain Sticks | | |
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| <p>In this unit, students will use literature to help inspire their own character collage. They will use materials such as meat trays, egg cartons, paste papers and paint to create a collage of a specific character.</p> | <p>In this unit, students will use black glue and water color to create a nighttime pumpkin scene.</p> | <p>In this unit, students will learn about natural instrument making that inspired indigenous people. Students will design and make their own rainsticks highlighting harvest mark making.</p> | <p>In Development</p> | <p>In Development</p> |

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STEAM Curriculum

STEAM (Science, Technology, Engineering, Art and Math)

STEAM is an integrative approach amongst these five areas that builds student interest in science, technology, engineering, arts and math as it develops a range of important 21st century skills.

| Unit 1: STEAM Challenges | Unit 2: Computer Science | Unit 3: Communications | Unit 4: Engineering |
|--|--|--|--|
| <p>In this unit, students will be solving real-world problems using various methods. The goal of this unit is to provide students with an understanding that technology systems impact every aspect of the world in which we live in and the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. Through the STEAM challenges outlined in this unit, students will begin to do just that.</p> | <p>The students will utilize the Code.org platform for coding. Course D was created for students who read at roughly a third-grade level. Angles and mathematical concepts are introduced with helpful videos and hints. The course begins with a review of the concepts found in Courses A, B, and C. This review helps introduce or refresh basic ideas such as repeat loops and events. Students will develop their understanding of algorithms, nested loops, while loops, conditionals, and events. Lessons on digital citizenship are also included. This course is crafted to build a strong foundation of basic concepts before opening up to a wide range of new and exciting topics. Building on their developing coding skills, the students will continue developing their understanding of foundational programming skills from their Coding unit as they use the OzBots.</p> | <p>The students will have an opportunity to explore different digital tools to communicate static ideas. The focus will be on Google Slides and delving into a wide range of the available features.</p> | <p>LittleBits STEAM® product is developed to engage and motivate elementary students' interest in learning science- and engineering-related subjects. This is done through the use of easy-to-use electronic parts and simple programming. LittleBits supports a hands-on learning solution that gives students the confidence to ask questions and the tools to find the answers and solve real-life problems. Students learn by asking questions and solving problems.</p> |