Whitefish Bay
SCHOOL DISTRICT
An Exceptional Place to Learn

Curriculum Overview: Grade 3





SCHOOL DISTRICT OF WHITEFISH BAY
1200 E. FAIRMOUNT AVE
WHITEFISH BAY, WISCONSIN
www.wfbschools.com

School Year 2026-2027

Whitefish Bay
SCHOOL DISTRICT

Parents/Guardians of Whitefish Bay Elementary School Students,

Education in Whitefish Bay Schools is a partnership that includes the school, the family and the community. As partners in the education of your children, we want you to be informed about what your child will be learning during this school year. The purpose of this Curriculum Overview is to provide families with a basic overview of the core instructional program at each grade level.

Curriculum at the elementary level is designed to provide students with a strong foundation in general knowledge and skills that will make it possible for them to think creatively and critically as they progress through the K-12 system. To these ends, the district curriculum is carefully established by committees composed of the professional staff and community representatives. All curricula undergo comprehensive review and are formally updated every six to seven years through the district curriculum renewal and design process. Student performance data on a variety of classroom, local, state and national assessments are analyzed on an annual basis to ensure students are progressing toward the district's academic standards.

Our state-adopted academic standards challenge students to learn a broad range of content knowledge and skills while developing their ability to process that knowledge and use those skills. The balance between content and process sets the foundation for future learning for college, career, and life readiness.

The methods and instructional strategies in our classrooms bring the curriculum to life. Teachers develop trusting relationships with students, and among the students in the classrooms, to maintain a nurturing climate where learning can flourish. Reading and mathematics instruction are offered in flexible, large, and small group settings. Inquiry learning activities develop conceptual understanding of mathematics, science, and social studies. Students in first through fifth grade will participate in an exposure to world language program (Spanish). Strong programs for art, music, physical education, library-media, and guidance, along with the integration of global digital literacy skills, are other important components that contribute to the vitality of the elementary level program.

While teachers strive to meet the needs of all students in the classroom, some students benefit from additional assistance or challenge. Academic support programs are available in reading and math. Similarly, talent development identification and programming exists for students whose need for academic challenge far exceeds that of the regular classroom.

If you would like more information about the district curriculum, log on to www.wfbschools.com, select the district link and then select Teaching and Learning. After you have reviewed these resources, if you wish to obtain additional information, please contact your child's teacher, your child's principal, or by contacting the teaching and learning office at 963-3927.

As you support your child's academic and intellectual growth this year, encourage him or her to enjoy learning, take risks, confront misunderstandings, put forth diligent effort to develop new skills, and ask an abundance of questions. A tenacious curiosity and an ability to see challenge as an opportunity for growth will provide rewards for a lifetime.

Sincerely,

Mike O'Connor
Director of Teaching and Learning Services, School District of Whitefish Bay

Grade 3 Mathematics

Mission Statement:
When today's students become adults, they will face new demands for mathematical proficiency. All young Americans must learn to think mathematically, and they must think mathematically to learn (Adding It Up, National Research Council, 2001).

In *Illustrative Math*, teachers create the conditions for collaborative learning opportunities and academic language development for all students. Teachers engage students in instructional routines that invite students into every lesson which involves problem-solving contexts that are supportive of all learners. Students have the opportunity to build math vocabulary and mathematical language routines throughout all lesson activities to support their overall growth as a mathematician. Additionally, students work to develop a deep understanding of mathematical concepts, grow fluency, and solve math problems that are a part of their everyday life. Mathematics content and models connect and build across the grade levels to provide a progression of teaching and learning that aligns with the Common Core State Standards for Mathematics.

In third grade, instructional time will focus on four critical areas within a Common Core Curriculum; (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1) (3) developing understanding of structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.

In addition to the critical areas listed above, in third grade students will know and understand:

- multiplication and division within 100.
- how to make sense of problems and persevere in solving them.
- how to model with mathematics and attend to precision.
- how to represent and solve problems involving multiplication and division.
- how to determine the unknown whole number is a multiplication and division equation.
- how to apply properties of operations as strategies to multiply and divide and to explain arithmetic patterns.
- how to fluently add and subtract within 1,000 using strategies and algorithms.
- how to solve two-step word problems using the four operations.
- how to collect, order and display data in tables, charts and graphs.
- two and three dimensional shapes and other geometric concepts.
- the measures of length, area, capacity, weight and elapsed time.
- tells & writes time to the nearest minute, calendars, time lines, thermometers, and ordinal numbers.
- comparing of two fractions with the same numerator or the same denominator.
- expressing of whole numbers as fractions.
- to recognize and generate simple equivalent fractions.
- the basic meaning of place value to round and estimate whole numbers.
- the basic difference between odd and even numbers.
- to recognize, understand and measure area.
- how to solve real-world problems involving perimeters of polygons, including an unknown side.
- to read and interpret simple bar graphs, picture graphs, and line graphs.
- to partition shapes into parts with equal areas.
- to explain verbally the strategies used in solving a problem.
- to explain solutions to problems clearly in written form and to support with evidence.

Grade 3 Social Studies

Mission Statement:
The Whitefish Bay Social Studies K-12 Learning Pathway (found in the C3 Framework) will foster knowledge, skills and the seven thriving dispositions; as a result young people become informed and engaged citizens with an understanding of societal structures, and the changing social, political and global economic environment.

Where in the world is our community? Learn geographic features of the earth, like equator, hemispheres, and continents. Students use that knowledge to steer their space shuttle back to its landing site on earth.

Where in the United States is our community? Work with a partner and use a compass and ruler to find the distance and direction from their community to various landmarks around the United States.

What is the geography of our community? Learn about physical geography, natural resources, and climate and use that information to create a travel brochure about a community in the United States.

How do people become part of our country? Become "immigrants" and experience key aspects of the immigrant experience, like why people leave their countries and challenges immigrants face to get to America.

What makes our community diverse? Work in groups to brainstorm examples of things that make their own community diverse. Examine languages, foods, holidays, and traditions from different cultures.

How do people improve their communities? Work in groups to learn about individuals who helped to improve their own communities. Students then create a human statue to commemorate one of these people.

How are we alike around the world? Students learn about children from communities in other parts of the world. Then they write a letter to one of them, describing similarities and differences in their lives.

How does our economy work? Become "buyers" and "sellers" at a fresh fruit market in order to learn about the concepts of supply and demand.

How does global trade affect our community? Sit in a large circle and trade goods with one another, in the process creating a literal web of global trade.

Grade 3 Science

Structures of Life

In this module, students experience that organisms exhibit a variety of strategies for life, have a variety of structures and behaviors, have varied but predictable life cycles, and reproduce by passing inherited characteristics to offspring.

Students will…

- Learn that organisms exhibit a range of life strategies, structures, and behaviors.
- Engage with the module's ideas through five anchor phenomena, such as the appearance of mystery plants or changes in insect populations.
- Plan and carry out investigations about cause-and-effect relationships with water and seeds to figure out where plants come from.
- Analyze and interpret the stages in the bean plant's life cycle based on first hand experience growing the plants in a hydroponic container.
- Investigate one species of insect (hissers), establishing a classroom habitat with several individuals, and observing the structures and behaviors of the hissers over time.

Grade 3 English Language Arts (ELA)

Mission Statement:
The Whitefish Bay School District strives to empower students to become effective communicators, critical thinkers, and empathetic citizens through a command of reading, writing, speaking, and listening skills and exposure to diverse perspectives.

A comprehensive literacy program includes:

Read Aloud	Independent Reading	Shared Reading
Reading Small Groups	Literature Discussions	Writing Process
Independent Writing	Phonics and Word Study	Writing Small Groups

The main instructional strategy that is utilized in our comprehensive literacy program follows the gradual release of responsibility framework. Specifically, within each ELA block, which includes Reading, Writing, and Phonics and Word Study components, students will participate in lessons that include: teacher instruction (modeling, teaching), guided/collaborative practice, independent practice, small group or conferring, and debriefing or closure.

Our District will be utilizing the Benchmark Advanced curricular resource to support tier one classroom instruction. Each unit will last about three weeks long and will involve knowledge building opportunities in reading and writing. Each unit has opportunities for students to engage in constructive conversations around the unit topic. The goal is to have discourse with peers using topic specific vocabulary and evidence from the unit's texts. At the Third Grade level, your child will study the following integrated literacy units:

Animal Adaptations	Ways Characters Shape Stories	Government for the People	Comparing Points of View
Advancements in Technology	Making Decisions	Communities Then and Now	Weather and Climate

Grade 3 World Language

Mission Statement:

Language and communication are at the heart of the human experience. The Whitefish Bay World Language Program will prepare students for meaningful interactions with people around the world. Our program will help our students understand the link between language and culture. We envision a future in which ALL students will develop and maintain proficiency in English and at least one other language.

The third grade World Language student will Spanish instruction to learn to:

- use greetings and goodbye's
- count from 1 to 30.
- say and recognize the date.
- Alphabet and spell my name.
- calendar (days, months, date, seasons and weather).
- Family and Dia de Los Muertos, parts of the body
- classroom objects and supplies
- Demonstrate understanding of simple commands. (Verbs: Poder, escribir, escuchar, leer, hablar)
- understand various aspects of culture, such as: food, music, holidays, and dances.
- Spanish speaking countries and their flags (colors)
- My routine (what I do) verbs: Ir, Tener, Practicar, Estar and Ser
- My classes at school.
- Express likes and dislikes
- Nouns have gender and number
- Holidays around the world: Lunar New Year, New Year tradition in Spain, Birthday celebrations around the world (Pebble Go)
- Use vocabulary connected to Science curriculum: Mammal, reptile, bird, fish and amphibian

World Language Time Allotments:

1st-5th grade: Face-to-Face	Average of 30 minutes per week
3rd grade- Mango French Language Lab	Average of 30 minutes per week

Health and Human Growth & Development

Mission Statement:

Mission Statement: Through the sequential K-12 health education curriculum, students will develop knowledge of various age-appropriate contemporary health issues, become health-literate people who are critical thinkers, creative problem solvers, effective communicators, and ultimately responsible and productive citizens.

In third grade, students will understand health promotion through instructional concepts such as:

- Human body systems
- Emotional and social health, and Community and environmental health
- Family life
- Growth and development
- Fitness and nutrition
- Disease control and prevention
- Safety

Students will be provided opportunities to learn and practice life skills through lessons that use real life situations. **The life skills include:**

- Making decisions, setting goals, and managing stress
- Communication and resolving conflicts
- Refusing risky behaviors

The mission of the K-12 Human Growth & Development (HGD) Education curriculum:

The curriculum will complement the home by providing students with the knowledge, skills, and support necessary to understand their social, mental/emotional, and physical development in order to make responsible decisions about health and age-appropriate sexual behavior throughout their lifetimes.

** HGD is an elective program. Parents may opt-out their students from participating in identified lessons.*

In third grade, students will understand healthy decision-making, and social, mental/emotional, and physical development through instructional concepts such as:

- respecting and appreciating that each person is unique and special.
- understanding that different groups and cultures have similar wants and needs.
- describing different types of families in our society and examining the roles, responsibilities and needs of a family.
- recognizing that living things reproduce their own kind and in different ways (seeds, eggs, born alive).
- discussing physical self development and body awareness (each body part has a specific name and use, need for personal hygiene, importance of proper nutrition).
- identifying external male and female body parts.
- discussing preventative behavior and caution with strangers.
- recognizing different types of abuse exist (physical, emotional & sexual) and can be committed by someone you know.
- distinguishing between appropriate and inappropriate touch, and differences between abuse and discipline.
- identifying supportive help in the home, school and community.
- recognizing that certain rights are protected by law.

Elementary ENCORE Overview

General Music- Performing Arts

Mission Statement:
The mission of the Whitefish Bay School District music program is to promote music development through the active study and making of music by all.

The kindergarten through fifth grade music program offers a broad spectrum of opportunities designed to promote development on each child's musical potential. It is our goal to provide each student with the skills necessary to both create and enjoy music while understanding it as a universal means of expression. Lessons are designed to convey the joy of music that will encourage each child to seek musical opportunities later in life.

Beginning at the earliest level, students sing, chant, move, and dance to music composed by others while they are encouraged to alter, modify, expand, and improvise upon that music, later creating and composing music on their own. Throughout the elementary school years the children build skills of listening and responding, reading and writing music. The student's own voice is nurtured and good choral habits are stressed throughout the grades. Classroom instruments, both rhythmic and tonal, are used along with recorders at the third grade level and electric keyboards in the upper elementary classes.

The music literature in the classroom is chosen to reflect the backgrounds of our students as well as to expose them to the wide diversity of music created by the peoples of the world.

All children receive General Music instruction as per the time allotments shown below. In addition, fourth and fifth grade students may choose to be involved in the string program. Fifth grade students may choose to be involved in the band program. All fifth grade students are included in the fifth grade choir program.

General Music Time Allotments:

Senior Kindergarten - 5th grade	30 minute classes twice per week
5th grade Band and Orchestra	30 minute lesson once per week
5th grade Band and Orchestra Assemble	Scheduled as needed second semester

Visual Arts

Mission Statement:
The visual arts program promotes opportunities for students to question, make decisions, think, look, understand themselves, change and grow at their own developmental levels. Through the freedom of expression students will develop 21st century skills such as critical thinking, visual literacy and problem solving.

In the elementary art program, students will develop creativity and problem-solving skills, build and expand their understanding of art, and successfully manipulate a variety of media.

The elementary art curriculum allows students to begin to:

- demonstrate understanding of artistic principles through effective use of media, tools, vocabulary and processes.
- manipulate various media, materials and/or images to be expressive.
- develop and relate his or her knowledge of art to themselves and others.
- understand, discuss and respond to works of art.

Students experience a wide variety of materials and media in the elementary art program. They are shown proper techniques for creative use of materials. Projects are assigned with specific goals and criteria in mind, but allow for personal creativity and problem solving. When possible, art experiences link to school-wide as well as classroom learning themes and activities.

Learning experiences center around:

The Elements of Art	**The Principles of Design**
Color	Balance
Value	Emphasis
Line	Harmony
Texture	Variety
Shape	Movement
Form	Rhythm
Space	Proportion
	Unity

Art Time Allotments:

Junior Kindergarten	30 minute class once per week
Senior Kindergarten - 5th grade	60 minute class once per week

Physical Education

Mission Statement:

The goal of physical education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. We believe through a comprehensive, standards-based K-12 physical education program, including the seven thriving dispositions, our students will develop into individuals who value physical activity, maintain physically active lifestyles, and become knowledgeable and proficient in a variety of activities.

Elementary physical education offers a wide variety of physical activities to our students. Our theme of "children learning to move and moving to learn" guides us to teach not only physical skills, but also movement concepts and principles needed for their development.

Optimal fitness for students ages 4 to 11 is the priority. Building healthy lifestyles through physical activity is discussed and practiced in every class. Good sportsmanship, teamwork, respect, and establishing positive attitudes and self-confidence are also common threads in each lesson. Students will learn responsible social and personal behavior in the gym while fitness and physical skills are practiced, and aerobic and sport-specific games are played.

We hope that children will wholeheartedly enjoy physical activity so it will become an integral part of their daily lives and carry over into adulthood.

Physical Education Time Allotments:

Junior Kindergarten	30 minute class once per week
Senior Kindergarten - 5th grade	30 minute classes three times per week

Technology for Global Education

Mission Statement:
Students will be self-directed learners who can access, evaluate and apply the most effective tools and resources to communicate and compete globally. In order to meet this vision, students need meaningful, dialing integration of technology.

Technology applications are integrated as appropriate throughout the elementary curriculum. Integrated word processing instruction is introduced in first grade, with new elements added each year through grade five. Word processing is integrated with other curricular areas such as reading, language arts, science, and social studies. Formal keyboarding instruction begins in third grade and builds through grade five. Efficient, safe, and ethical use of varied technologies is taught at all grade levels.

Computer Science is included in the district's K-12 curriculum using the Wisconsin Standards for Computer Science. Formal instruction begins in senior kindergarten and builds through fifth grade at the elementary level.

Teachers design and implement technology experiences which allow students to access technology at developmentally appropriate stages.

Integrated technology instruction allows students to:

- use a variety of technology tools in order to facilitate and demonstrate learning across the curriculum.
- use technology to communicate in various ways.
- understand and operate computer systems and other technologies.
- understand, respect and apply rules of ethics to be responsible users of technology.