

Grade 3 Parent Student Course Information

Dear Parents:

The purpose of this guide is to provide you with insight into the instructional program and learning expectations for your child. The guide contains the emphasis of instruction for each subject area. The instructional program focuses on the Virginia Beach objectives which 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 and enhanced academic achievement. 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 Teaching and Learning

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 children.

- Attend school regularly
- Eat well, exercise regularly, and get enough sleep
- Put forth his/her 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 School Counseling 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. Licensed school counselors provide a variety of services, including classroom instruction, 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 Report Card formally advises parents of their child's proficiency. It is issued four times a year. Other informal progress reports are sent home at regular intervals. In addition, parents who register for the online Parent Portal can monitor their children's progress throughout the year.

Language Arts

The third grade language arts program focuses on the broad areas of communication, reading, writing and research. 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.

Communication and Multimodal Literacies

- Uses effective communication skills
- Gives oral presentations

Reading

- Expands vocabulary when reading
- Reads and demonstrates comprehension of fictional texts, literary nonfiction and poetry
- Reads and demonstrates comprehension of nonfiction texts

Writing and Research

- Writes in a variety of forms
- Edits writing for capitalization, punctuation, spelling and Standard English
- Demonstrates comprehension of information resources to complete a research product

Storyboard

Essential Questions: What is this text really about? How does it connect and compare to other texts? How do the choices the author makes impact the reader? How does my audience and purpose guide the way I communicate?

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---------------------------|--|---|--|--|
| Unit | Unit 1 - 3: Getting Our Feet Wet | Unit 4 -5: Jumping In | Unit 6 - 7: Beneath the Surface | Unit 8 - 9: Cruising Along |
| Title and Quarter | Exploring the Elements of Fiction and Becoming Curious about Nonfiction Text Features | Summarizing Fiction and Analyzing Characters and Summarizing Nonfiction | Interpreting the Impact of Author's Word Choice in Fiction and Thinking Deeply About Fiction and Nonfiction | Refining Our Reading Strategies ; Reflecting on Our Reading and Writing Community |
| Focus of the Story | To start the year, we get our feet wet by asking and answering questions in fiction and nonfiction texts. From questioning, we identify key elements in fiction and nonfiction to better understand the text. Through writing, we write a well-developed paragraph that tells about our life experiences and information about a topic. | Now, we jump into reading strategies by using story elements to summarize text and analyze fictional characters. We also identify and record main idea and important details in nonfiction texts. In writing, we leap into using story elements to write a fiction story and learn to collect and organize research to write about a topic. | Next, we go beneath the surface of the text by developing deeper meaning. We draw conclusions in fiction to help us determine the story's theme. We also apply reading strategies to make meaning of a variety of genres. Our writing shows deeper expressions of our thoughts and feelings. | As the year ends, we are cruising along into summer, confident in the reading skills and strategies we have learned. We write new pieces to demonstrate what we have learned about a topic, idea, or genre. We share our writing with others. |
| Transfer Goals | <p>Communicate through speaking and listening to share ideas and explain my thinking.</p> <p>Explore the connections among letters, sounds, word parts, and vocabulary to understand the power of language that an author uses to express an idea.</p> <p>Read, comprehend, and analyze texts in order to construct meaning about the world and themselves.</p> <p>Plan, draft, edit, revise and publish one's writing for a purpose, task, or audience.</p> <p>Engage in research and inquiry to analyze, evaluate source credibility, and become more knowledgeable about a given topic.</p> | | | |
| Learning Targets | <p>I can use my knowledge of homophones, affixes, and how words are used in a sentence to understand what words mean.</p> <p>I can ask and answer questions about a variety of texts.</p> <p>I can identify the narrator and conflict/ resolution of a fiction text.</p> <p>I can identify the main idea and the supporting details of a nonfiction text.</p> <p>I can find appropriate resources to research a topic.</p> | <p>I can use word reference resources to understand the meaning of words.</p> <p>I can use story elements to summarize a story and main idea/ details in nonfiction text.</p> <p>I can analyze how characters change over time.</p> <p>I can draw conclusions about a variety of text.</p> <p>I can identify why the author writes nonfiction text.</p> <p>I can use story elements to write a fiction story and/or write informational text.</p> <p>I can collect and organize information from resources about a topic.</p> | <p>I can explain that authors write for a variety of purposes including literary nonfiction which follows a narrative structure.</p> <p>I can compare and contrast story elements.</p> <p>I can identify the theme of a story.</p> <p>I can explain why an author includes specific details in fiction and nonfiction text.</p> <p>I can write poetry and/or to express an opinion.</p> <p>I can evaluate if the information collected through research is important to the topic.</p> | <p>I can read and comprehend a variety of fiction and nonfiction texts.</p> <p>I can write in a variety of forms to demonstrate what I have learned (functional, letters, poetry, journals).</p> <p>I can determine the meaning of familiar or unfamiliar words using my knowledge of word parts or the context of the sentence.</p> <p>I can share my ideas and build upon the ideas of others.</p> <p>I can comprehend information resources to complete a research product.</p> |

Mathematics

The third grade mathematics program builds upon the understanding of the ten-to-one relationship that exists in our Base-10 number system. In addition, students explore fractional relationships and operations with rational numbers. Students work toward fluency with addition and subtraction facts. Multi-step problem solving becomes a focus and students explore multiplication and division in order to better conceptualize the meaning of all four operations. Both U.S. customary and metric measurements are used, and the concepts of area and perimeter are explored. Examination and classification of some of the basic building blocks of geometry, such as points, lines and angles

are explored and deepen the students' spatial reasoning. Experimental data is collected and graphed to show comparisons. Algebraic exploration continues through analysis of patterns displayed in tables and the investigation of the properties of equality with numbers. Repeating and growing patterns are a continued focus.

Numeration and Computation

- Understand the ways of representing whole numbers and rational numbers and the relationships that exist among these numbers and number systems
- Understand the meanings of addition, subtraction, multiplication and division and compute using whole numbers and rational numbers

Geometry and Measurement

- Understand measurable attributes of objects and events, units of measure, and systems of measurement and apply appropriate techniques and tools to determine measurements
- Analyze characteristics and properties of plane (two-dimensional) and solid (three-dimensional) geometric shapes

Probability and Statistics

- Create questions and construct answers by collecting, organizing, and displaying data
- Understand and apply basic concepts of probability

Patterns, Functions, and Algebra

- Understand a variety of patterns
- Understand, represent, and analyze mathematical situations and structures using algebraic symbols

Science

In third grade, the science program continues to focus on developing and applying engineering and scientific practices to investigate and understand various topics. Students will apply their knowledge of various concepts in nature and explore the varied and complex interactions in our world.

Force, Motion, and Energy

- Understand the effects of multiple forces on objects and their motion
- Describe the six simple machines (lever, screw, pulley, wheel and axle, inclined plane, and wedge) and provide practical examples of each
- Explain how simple machines may be combined into compound machines

Matter

- Explain how various materials interact with water, including mixing and dissolving

Living Systems and Processes

- Distinguish between physical and behavioral adaptations and how these adaptations help an organism survive
- Explain why populations may change over time and understand that fossils provide information about organisms and their environments

- Understand ecosystems are composed of interdependent systems of living and nonliving components
- Compare and contrast terrestrial and aquatic ecosystems

Earth and Space Systems





- Describe the major components of soil as well as the layers that form over time and understand how soil supports the growth of plants
- Explain basic processes within the water cycle to include the identification of the origin of energy as the sun

Earth Resources

- Explain the effects of human activity and natural phenomena on ecosystems and the need for conservation

Storyboard

- **Essential Questions:** How does a change in inputs cause a change in a system? How do the parts of a system interact?

| | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|-------------------------------|---|--|--|---|
| Unit Title and Quarter | Where did it go? Unit: Matter | What does it do? Unit: Forces and Simple Machines | Where does it live? Unit: Adaptations and Ecosystems | How can we protect it? Unit: Resources within Ecosystems |
| Image Cue |  |  |  |  |
| Focus of the Story | We begin our year thinking about change by investigating how materials interact with water. Do they dissolve? Float? Sink? What happens if we heat the water? As scientists, we will see if changing something impacts our results! | We then investigate how forces can cause an object to move. We build on what we have learned about pushes and pulls to answer the question: Is work easier with a simple machine? We move into the role of engineers and solve a problem using what we have learned. | Next, we consider how the natural world changes and adapts. What can we observe about how organisms survive in their ecosystems? What can we do to help them? | Finally, we investigate how resources of water and soil are important to life in our ecosystems. We end our year exploring ways we can protect our resources as we learn we can be a change agent! |
| Transfer goals | Ask questions driven by curiosity on a given event or process in the natural world based on observations or data. Plan and carry out investigations or use a design process to answer a question or solve a problem | Define problems through research into what is already known and think creatively about what solutions might be possible | Analyze and interpret data to determine its validity or usefulness, identify patterns and relationships, and/or draw conclusions Communicate results, solutions, or findings to inspire further inquiry and courses of action | Define problems through research into what is already known and think creatively about what solutions might be possible Communicate results, solutions, or findings to inspire further inquiry and courses of action |
| Learning Targets | I can investigate how materials interact with water. I can ask questions about what will happen if I change the temperature when dissolving a solid. | I can identify the forces acting on objects which cause a change in motion. I can use empathy to design a solution to a problem using compound machines. | I can analyze data to determine a pattern in how organisms adapt to survive. I can research an organism to determine how best to help it survive. | I can explain the importance of natural resources such as soil and water. I can define a problem facing ecosystems and propose a solution to solve it. |

Social Studies

The third grade social studies program focuses students on civics before moving on to ancient civilizations. Through inquiry, students begin the year by developing understandings in the basic principles that form the foundation of our American society. Students will then investigate the ancient civilizations of Egypt, China, Greece, Rome and the Empire of Mali. Understandings developed throughout the year include the value of adaptation and resources, economic choices, geography and specialization in the ancient world.

Principles of Civilization



- Demonstrate knowledge and understanding of American principles, government, diversity and citizenship

Ancient Civilizations

- Demonstrate knowledge and understanding of life in ancient Egypt, China, Greece, Rome and the Empire of Mali (physical environment, economic activities, adaptations, contributions)

Storyboard

Essential Questions: What lessons can we learn from how people lived in the past?

| | Quarter 1 | Quarter 2 |
|-----------|--|---|
| Unit | First Lesson: | Second Lesson: |
| Titles | The Power of Empathy | The Need to Adapt |
| Image Cue |  |  |

| | | |
|---------------------------|--|--|
| Focus of the Story | Learn about yourself and your culture and how it intersects with others. | Learn about how civilizations adapted to n |
| | ENGAGE: Engage in respectful discourse to exchange and process diverse information, ideas, and points of view in order to inform one's own perspective and explanation | QUESTION: Ask and pursue a line of quest |
| Transfer Goals | CONNECT: Demonstrate civic and social practices through interactions with others and self-reflection in service of an interdependent global community | ongoing research to establish patterns, dra |
| | ACT: Communicate effectively based on purpose, task, and audience using valid and reliable information with accurate and relevant details | THINK: Comprehend how (evidence-based) better understand core issues (across con |
| Learning Targets | <i>I can explain the responsibilities of a citizen and practice citizenship skills.</i> | <i>I can describe how people in ancient Egypt</i> |
| | <i>I can interpret what it means to be a responsible citizen.</i> | <i>I can describe how people in ancient China</i> |

Health and Physical Education

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

Motor Skill Development

- Performs fundamental motor skills and specialized movement patterns

Anatomical Basis of Movement

- Uses cognitive information to enhance motor skill acquisition and performance

Fitness Planning

- Communicates the knowledge to achieve and maintain a health-enhancing level of fitness

Social Development

- Expresses and uses responsible personal and social behaviors in activity settings

Energy Balance

- Uses health concepts related to health promotion and improvement of personal health

Personal Health

- Demonstrates the ability to access, evaluate and use health information to recognize the relationship between personal behavior and personal health

Instructional Technology

The third grade Digital Learning Integration Standards offer children a variety of instructional technology experiences based on the Profile of a Virginia Graduate. These standards are comprehensive statements that explain foundational knowledge, skills, and experiences aligned to the grade 3-5 curriculum standards.

Empowered Learner: Students leverage technologies, including assistive technologies, to take an active role in choosing, achieving and demonstrating competency in their learning goals informed by the learning sciences.

Digital Citizenship: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal and ethical.

Knowledge Constructor: Students critically curate a variety of digital resources using appropriate technologies, including assistive technologies, to construct knowledge, produce creative digital works, and make meaningful learning experiences for themselves and others.

Innovative Designer: Students use a variety of technologies, including assistive technologies, within a design process to identify and solve problems by creating new, useful or imaginative solutions or iterations.

Computational Thinker: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods, including those that leverage assistive technologies, to develop and test solutions

Creative Communicator: Students communicate clearly and express themselves creatively for a variety of purposes using appropriate technologies (including assistive technologies), styles, formats, and digital media appropriate to their goals.

Global Collaborator: Students use appropriate technologies, including assistive technologies, to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Essential Information Literacy Skills (EILS)

The third grade Essential Information Literacy Skills (EILS) enhance student experiences for developing skills in information literacy, inquiry, collaboration, and engaging with knowledge products safely and ethically. These skills are achieved through the collaboration of the classroom teacher and the library media specialist (LMS).

Inquire: Build new knowledge by inquiring, thinking critically, identifying problems, and developing strategies for solving problems.

- Develop and revise questions about topics that interest the student
- Make a plan to find needed information
- Create a product to show learning and act on feedback to improve the product
- Participate in an ongoing inquiry-based process

Include: Demonstrate an understanding of and commitment to inclusiveness and respect for diversity in the learning community.

- Evaluate print and digital information resources for bias and point of view
- Interact with a diverse group of peers in a respectful manner and by sharing their perspectives
- Use digital tools to connect with a variety of learners

Collaborate: Work effectively with others to broaden perspectives and work toward common goals.

- Actively listen in a group and work with others to solve problems
- Use a variety of communication tools and resources
- Breakdown complex problems into smaller steps

Curate: Make Meaning for oneself and others by collecting, organizing, and sharing resources of personal relevance.

- Identify possible sources of information
- Evaluate print and digital resources and make critical choices about information
- Assess the validity and accuracy of information
- Access and evaluate information resources before sharing
- Ethically use and repurpose others' work
- Use digital tools to collect, analyze and reflect on accuracy resources or relevant data sets

Explore: Discover and innovate in a growth mindset developed through experience and reflection.

- Develop and satisfy personal curiosity by reading widely and deeply in multiple formats and writing for a variety of purposes
- Solve problems through cycles of design and implementation. Persist in self-directed pursuits
- Develop innovative means of investigation and collaboratively identify innovative solutions
- Problem solve through reflection and revision; be open to feedback.

Engage: Demonstrate safe, legal and ethical creating and sharing of knowledge products independently while engaging in a community of practice and an interconnected world.

- Follow ethical and legal guidelines for gathering and using information by complying with the school division's Acceptable Use Policy
- Evaluate information for accuracy, validity and appropriateness
- Recognize the importance of citing sources
- Ethically use, cite, and reproduce others' work to avoid plagiarism
- Keep personal digital identity safe and be aware of the lasting effect of their digital footprint

Art

The elementary art program is designed as a concept-based, sequential curriculum that makes connections between art and life through the disciplines of creative process, critical thinking and communication, history/culture/citizenship, innovation in the arts, art techniques and applications, and the core curriculum.

Emphasis is on developing concepts and skills in inquiry, critical thinking, observation, problem solving and communication. Students use a balance of learning and creating to examine and to develop appreciation of the visual images in the world. Elementary art focuses on skills needed for creating art and becoming an informed consumer. Students participate in an art class each week that is taught by an art teacher.

Creative Process

- Applies the creative process through inquiry, investigation, generating ideas, testing solutions, refining and reflecting on process and product

Critical Thinking and Communication

- Demonstrates an understanding and appreciation that art can have diverse values, meanings and definitions; uses appropriate vocabulary and communication when responding to works of art

History, Culture and Citizenship

- Demonstrates an understanding that art is a reflection of time, place and culture, and identifies the value and reasons for creating art within communities

Innovation in the Arts





- Understands and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers

Technique and Application

- Uses artistic skills and techniques when developing ideas for creative expression through a variety of media

Storyboard

Essential Questions: What Are the Big Issues About Art? How and Why Do We Make Art? How Does Art Relate to History and Culture? How Do We Respond to Works of Art?

| Unit | QUARTER 1 | QUARTER 2 | QUARTER 3 | QUARTER 4 |
|--------------------|--|--|---|--|
| Title and Quarter | Who I Am | Alone and Together | Stories and Traditions | Real World Application |
| Image Cue |  |  |  |  |
| | Lee Udall Bennion, <i>Snow Queen: Portrait of Adah</i> , 1992. Oil Painting. | Jacob Lawrence, <i>The Builders</i> , 1974. Silkscreen print. | Column of Trajan, (detail): Trajan Addressing His Troops | Jaume Plensa, <i>The Crown Fountain</i> , 2004. Digital Technology |
| Focus of the Story | We begin by starting our journey by looking at how art allows us to “see” our world through the eyes of artists and begin the process of self-reflection through the creative process. We will also identify skills needed to work | Once we understand the beginning steps, we can start to focus on how artists share ideas and learn through the work of others. Art is another way to | Now, we can move into discovering and understanding what we learn from the past through art. Artists are inspired by different cultures, traditions, stories, and customs throughout time. They serve as a foundation of what and why we create as artists. | Finally, We can see how art can help us to develop an understanding of the versatile and unique ways artists express themselves. How artists can apply |

| | | | | |
|-------------------------|--|---|--|---|
| | collaboratively in a creative art community. Developing the art classroom community as a whole. | communicate and make personal connections with the ideas that one shares. | | their knowledge and skills in the real world and make a difference through the arts. |
| | | Critical Thinking & Communication | | Technique and Application |
| | The Creative Process | Understands and develops an appreciation that art can have diverse values, meanings, and definitions while recognizing multiple responses and perspectives. Effective at receiving and articulating ideas using appropriate vocabulary and communication when responding to works of art. Able to work independently and collaboratively. | History/Culture/Citizenship: | Uses artistic skills and techniques when developing ideas for creative expression through a variety of media. |
| Transfer Goals | Apply creative process through inquiry, investigation, generating ideas, testing solutions, refining, and reflecting on process and product while developing a personalized portfolio exhibiting original voice and vision as an artist. | As an artist I can: | Explore and understand historical influences of art through the work of self and others while cultivating an awareness that art is a reflection of time, place and culture. Students identify and interact with art as a community member and citizen, developing a lifelong engagement with art as a supporter, advocate, creator, and informed viewer. | Innovation in the Arts Understands and applies the artistic process, problem-solving skills, current and emerging technologies while making connections to visual arts careers. |
| | As an artist, I can: | Describe different art careers in the visual arts. | As an artist, I can: | As an artist, I can: |
| Learning Targets | Use the creative process to make art. | Use different skills and techniques when creating art. | Explore different cultures and historical influences of art. | Explain a variety of artists and art careers that are in our world. |
| | Use steps of the creative process, including brainstorming, preliminary sketching, planning, and reflecting, to create ideas for and create works of art. | Use the elements and principles of design in a work of art Use digital media to create a work of art | Explain how history, culture, and the visual arts influence each other. | Explore the use of technology for creating and editing works of art. |
| | | | Compare and contrast works of art created by artists of different cultures along with form and function. | Make connections to themes learned in another content area. |

Music

The Virginia Standards of Learning for Grade Three General Music enable students to continue building mastery in the areas of music literacy, including singing, playing instruments, listening, moving and creating/composing music. Students continue to demonstrate the use of a creative process for creating music. Emphasis is placed on developing skills for singing and instrumental ensemble performance, and the continued development of musical understanding through the study of rhythm, musical form and melodic notation. Students investigate music from different periods of music history and reflect on ways that music has value to people and communities. Students will begin their study of the recorder. Students participate in a weekly music class taught by a music specialist.

Creative Process

- Improvise and compose music
- Apply a creative process for music

Critical Thinking and Communication

- Analyze music
- Describe how music evokes personal ideas and emotions
- Demonstrate collaboration and communication skills for music rehearsal and performance

History, Culture, and Citizenship

- Explore historical and cultural aspects of music
- Describe roles of music and musicians in communities
- Identify appropriate sources for listening to music

Innovation in the Arts


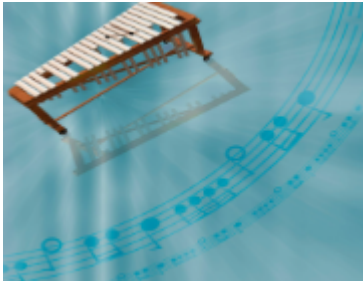


- Identify how individuals create music
- Identify how music can be created using technology tools
- Identify relationships between music and other fields of knowledge

Technique and Application

- Demonstrate music literacy
- Develop skills for individual and ensemble singing performance
- Develop skills for individual and ensemble instrumental performance
- Classify, perform and count rhythmic patterns
- Understand and apply the difference between melodic rhythm and steady beat using body percussion, instruments and voice
- Respond to music with movement

Storyboard

Essential Question: How do I connect, perform, respond, and create music?

| Quarter | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|--------------------|---|--|--|--|
| Unit Title | Singin' and Readin': Reading and Exploring Pitches | It Takes Two to Make Some Har-Mon-Na-Ay!: Developing Independent Musicianship Skills | I've got Rhythm, I've got MUSIC: Learning The Eastman Counting System | The 21st Century Composer: How to Listen and Create Musical Phrases |
| Image Cue |  |  |  |  |
| Focus of the Story | We begin by learning how to read new pitches and expanding the range of our singing voice and exploring music from a variety of times and places. | Developing musical independence and learning our own musical part and how that fits in with the music others are playing. | We next move to a new way of counting and performing to grow our music literacy skills using one new instrument: the recorder. | Our year ends using our music literacy skills to create and share musical phrases. |
| Transfer Goals | Analyze, interpret, and evaluate musical works from a variety of cultures. Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression. | Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement through involvement as a performer, supporter, advocate, and audience member. | Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and apply creative processes to guide the development of ideas, original works, and musical performances. | Understand and apply creative processes to guide the development of ideas, original works, and musical performance. Analyze, interpret, and evaluate musical works from a variety of cultures. Understand and find meaning in music as a form of community engagement. |

| | | | | |
|-----------------------------|--|--|--|---|
| | | | | through involvement supporter, advocate, member. |
| | | Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression. | Use music literacy to demonstrate understanding of the elements of music and the ways they inform artistic performance and creative expression. | Use music literacy to understanding of the music and the ways th artistic performance expression. |
| | | | | Use technology as a s mechanism for impro literacy and improving performance. I can explore plans to |
| | | | | I can identify the elem creating music using vocabulary. |
| | | I can play music in two-part ensembles expressively. | I can count and perform rhythm patterns using quarter note/rest, half note/rest, eighth note pair, single eighth note/rest, whole note/rest, and dotted half note. | I can compose melod pitch and standard no |
| | I can place notes on lines and spaces of the staff, and draw a treble clef. | I can maintain proper posture for singing. | | I can create music us |
| | I can read melodies of increasing complexity based on a pentatonic scale. | I can sing clearly and in tune. | I can identify melodic steps, skips, leaps and repeats on a musical staff. | I can evaluate a musici using a specific musi |
| Learning Targets | I can sing notated melodies within the range of an octave. | I can sing with expression. | I can use instruments, body percussion, and my voice to perform rhythm patterns. | I can analyze music in |
| | I can sing clearly and in tune. | I can sing rounds, partner songs, and ostinati in two-part ensembles. | I can play melodies that are notated or given aurally. | I can use musical term what I hear when liste of music. |
| | I can describe instruments from other time periods and places. | I can identify specific names of notes on a treble clef staff. | I can identify specific names of notes on a treble clef staff. | I can read and count |
| | | I can use instruments, body percussion, and my voice to perform rhythm patterns. | I can use appropriate music symbols correctly. | I can appropriately ide names of notes on a I can identify melodic leaps and repeats on I can use appropriate correctly. |

Gifted

The school-based program for gifted education is grounded in the content of the regular curriculum and is differentiated, modified, and expanded to provide appropriate learning challenges. Gifted resource teachers coach, collaborate with and support third grade teachers in differentiation of curriculum and instruction for students. Opportunities are provided for students through whole group and small 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 toward themselves and others. For further information, contact the Office of K-12 and Gifted Programs at 757-263-1405.

Gifted Dance Education and Gifted Visual Arts Programs

The Gifted 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 Old Donation School one day a week. Referral forms for the program are available in each elementary school. For further information, call Old Donation School at 757-648-3240.

Old Donation School

Old Donation School is a full-time school for intellectually gifted students in grades two through eight. Students must apply to Old Donation School, be accepted, and demonstrate Virginia Beach residency in order to attend. Applications are due in January. The curriculum at Old Donation School is designed to provide students with the depth and complexity necessary to challenge and stimulate the mind of the intellectually gifted student. Instruction is differentiated to meet the diverse needs of all students. Contact the Office of Gifted Testing at 757-263-6870 or visit the Gifted Programs site on vbschools.com for program and application information.

Academic Support

Academic support programs are designed to strengthen and improve the achievement of students who would benefit from additional academic assistance. These programs are available to students in grades kindergarten through twelve. Academic support goals are established for eligible students, and student progress is monitored. For further information, contact the principal of your child's school.

Special Education

Special education is specially designed instruction, at no cost to the parent, to meet the needs of a student with a disability as described in the Individuals with Disabilities Education Act of 2004 (IDEA) and the Regulations Governing Special Education Programs for Children with Disabilities in Virginia. Through a process of identification, evaluation, and eligibility determination, students determined to require special education and related services are provided specially designed instruction and supports as delineated in an individualized education program (IEP).

The IEP is developed through a collaborative process between parents, teachers, administrators, other service providers, and students, when appropriate. An IEP is implemented according to the agreed upon services once written parental consent is obtained. For further information about special education, the process and/or delivery of services, please contact the Parent Support and Information Center at 757-263-2066.

English as a Second Language

The vision of the Virginia Beach City Public Schools English as a Second Language program is to empower English learners to master social and academic English; to achieve academic success; to accomplish personal goals focused on college and career readiness; and to navigate the diverse local and global communities. Instruction is

designed to meet the needs of students at various levels of English proficiency and build students' listening, speaking, reading and writing skills. Language and culture taught in the ESL program reinforce skills and concepts taught in the standard curriculum. For further information concerning ESL, contact the Title III coordinator for English learners, Department of Teaching and Learning at 757-263-1070.