



ISLAND PACIFIC ACADEMY

WHERE VALUES MATTER

CURRICULUM SCOPE & SEQUENCE

Grade 3
2019-20

www.IslandPacificAcademy.org



Aloha ISLAND PACIFIC ACADEMY Families,

At ISLAND PACIFIC ACADEMY we strive to educate the whole child. On the following page is our IPA Mission and Vision Statement which serve as the guide for the educational program provided at IPA. Next are the Learner Traits which are a set of ideals that we develop in our students. The Elementary Overview comes next followed by the Thematic Units which are the foundation of the learning experiences within which many skills are integrated. The thematic unit title, central idea for each unit, and a brief overview of the year follows. Lastly are the grade level Learning Goals which cover reading, writing, oral communication, and math followed by an overview from the Specials classes.

The purpose of this curriculum guide is to both inform teacher instruction and to communicate to parents the Learning Goals we have set for our students. Please refer to this curriculum document when you receive your child's report cards during the school year. The curriculum document is a "living" document. We continuously reflect on our educational program to improve our practice.

In the back of the curriculum guide is "Nā Kau a Kau" and "The IPA Navigator Song." "Nā Kau a Kau," our school's oli, was created by Kumu Pumehana Silva, sister of IPA Kumu Momi Kuahiwini, and her colleague, Kumu Melelani Spencer, especially for ISLAND PACIFIC ACADEMY. The oli incorporates the traditional roots of the Honouliuli 'ahupua'a of which Kapolei is a part, and reflects the core values of generosity and kindness that are foundational to IPA. The "IPA Navigator Song" was written by Natalie Welch (class of 2019) and her parents. It shares our (students, families, faculty, staff, and friends) journey as Navigators, sailing together in one wa'a. "Nā Kau a Kau" is chanted and "The IPA Navigator Song" is sung at each Elementary 8:00am Monday assembly.

If you have any questions or comments about our Curriculum Guide, please contact your child's teacher, specials teacher, or me.

Looking forward to working with you in support of your child and best wishes for a successful 2019-2020 school year.



Steve Ross
Elementary Principal
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OUR MISSION

ISLAND PACIFIC ACADEMY empowers students to unlock their potential by providing a well-rounded college and career preparatory education that values each child's individuality, builds confidence and character, and inspires future success as engaged citizens and life-long learners in a place where values matter.

OUR VISION

Inspiring and enabling our students to "Go Forward with Confidence" (I mua Me Ka Ha'aheo) to become caring, contributing citizens who can succeed in an ever-changing world.

Academic achievement without a personal context is hollow knowledge. Integral to the school's philosophy are such core values as:

- The power of human kindness
- Trust and respect
- Generosity of spirit
- Recognition of each individual's values
- Highest level of ethical standards within the school community
- Commitment to excellence

Students guided by such values develop strength of character and become good citizens of their communities, nation, and indeed, the world.

LEARNER TRAITS

The IPA Learner Traits are a list of characteristics and values that are nurtured and developed in students throughout activities and experiences at ISLAND PACIFIC ACADEMY. These characteristics and values will help students to be successful members of the IPA community and contributing citizens in our democratic society.

| | |
|-------------|--|
| LEARNER | I ask questions to understand. I keep working even when things are hard. |
| CONFIDENT | I believe in myself. I will learn from my mistakes. |
| RESPECTFUL | I am kind to all people, places, and things. I am honest. |
| HELPFUL | Whenever you can, help. I do what is needed. |
| RESPONSIBLE | I follow our school's 5 agreements. I make good choices. |
| OPEN-MINDED | I appreciate differences. I am open to new experiences. |
| COURAGEOUS | I am a risk taker. I stand up for what is right. I tell the truth. I admit when I am wrong or make a mistake. |
| THINKER | I reflect. I make connections. |
| CARING | I nurture people, places, and things. I am considerate of other people. |
| CREATIVE | I use my imagination. I think of new ideas. I express myself. |

ELEMENTARY OVERVIEW

The Elementary program at ISLAND PACIFIC ACADEMY (IPA) provides a balanced curriculum that emphasizes the development of concepts, knowledge, skills, attitudes, and self-initiated action in students in order to meet the needs of young learners. Our faculty provides opportunities for students to build meaning and refine understanding principally through structured inquiry. They seek to educate students on the difference between knowing something and truly understanding it.

Our curriculum is student-centered and place-based. It is founded on the belief that learning occurs when students and teachers build on their prior knowledge and engage in activities that help them construct new understandings. Skills and concepts are grounded in the context of Hawai'i. Students develop strong ties to their community, experience enhanced appreciation for the natural world, and develop a heightened commitment to serving as active, contributing citizens. This process involves continuous self-reflection, the freedom to ask questions, the motivation to take risks, and the desire to take action based on what students have learned.

At IPA, we are a community of learners who believe that learning is a life-long endeavor. Each classroom is a student-centered, multi-sensorial learning environment where children are encouraged to face challenges, learn through experimentation, and think critically in order to become imaginative, independent, and self-reliant individuals.

Tribes is a process that creates a culture that maximizes learning and human development. Tribes helps all students grow in the fullness of their humanity as smart, socially competent, purposeful, and ethical human beings. This can happen when a school develops and sustains a safe and caring culture which supports, challenges, and motivates students (and adults) no matter their levels of ability, different ways of learning, or backgrounds.

Our 5 Agreements are foundational in Tribes and support how each member of our community, students, faculty/staff, and parents/families relate and interact with each other. They help to create and sustain a caring culture and a positive learning environment.

Island Pacific Academy's 5 Agreements

Aloha: Mutual Respect

Kuleana: Right to Pass; Responsibility to Participate

Ho'olohe: Attentive Listening

Mālama: Take Care of Each Other and This Place

Pono: Do What is Right; Only Put-Ups

THEMATIC UNITS

Thematic Units, grounded in inquiry, are the foundation of the educational programs at ISLAND PACIFIC ACADEMY. Many skills taught are integrated into the following Thematic Units.

| UNIT TITLE | CENTRAL IDEA |
|-------------------------------|---|
| Democracy and U.S. Presidents | Democracy empowers its citizens to voice their choices in the creation of rules and responsibilities. |
| Media | Media influences our choices. |
| Weather | Weather is a natural phenomenon that affects the world around us. |
| Healthy Choices | A balanced approach to nutrition and exercise contributes to a healthy body. |

In Grade 3, students learn to make democratic decisions in the classroom. They will explore how we are part of democracy in America, and they will engage in various decision making processes. The students will learn the power of using their voice, as well as, understand the rules and responsibilities they have in and out of school. Through the writing process, students will research the history of our presidents, their accomplishments, and the voting process in our country. Additionally, the students will see how media can influence presidential campaigns and our society as a whole. These foundations will also allow the students to develop critical thinking and problem solving skills with their peers as they study weather elements and learn how to track weather. All of these ideas will conclude the year as students learn to make healthy choices. They will explore what a healthy lifestyle looks like and how they can be advocates for making healthy choices in their homes and communities.



THIRD GRADE LEARNING GOALS

READING STANDARDS

Skills and Strategies

- Reads aloud grade appropriate text with fluency and accuracy
- Knows and applies grade-level phonics and word analysis skills in decoding words
- Reads/understands grade-level appropriate sight words and vocabulary
- Uses structural analysis to decode unknown words (syllables, contractions)
- Uses a dictionary to extend use of language (vocabulary)

Comprehension and Response

- Makes personal connections
- Describes characters and explains how their actions contribute to the story
- Identifies structure of a story, including the setting, and sequencing of events
- Asks and answers questions about grade-appropriate texts
- Determines the main idea of a text; recounts the key details and explains how it supports the main idea
- Summarizes and identifies conflict/solution
- Locates evidence in the story to support thinking
- Identifies cause/effect relationships in the text
- Compares and contrasts the themes, settings, and plots of stories

Literature and Informational Text

- Reads a variety of books for pleasure, instruction, and information
- Identifies the purpose and names the parts of a book
- Consistently reads, comprehends and explains a range of genres confidently and independently
- Uses information gained from fiction and non-fiction books

WRITING STANDARDS

Conventions

- Uses sound/spelling patterns and spelling rules to spell grade-appropriate words
- Accurately spells grade level high-frequency words
- Writes legibly with appropriate letter size in a sentence
- Writes with correct spacing in a sentence
- Uses correct capitalization
- Uses correct punctuation to support meaning
- Uses common and proper nouns, verbs, adjectives, and conjunctions in their writing

Organization, Presentation and Design

- Uses iPad, dictionary, and word bank to enhance writing
- Uses transition words and phrases to convey a sequence of events
- Uses prewriting strategies (brainstorming, webbing, and outlining)
- Engages in the writing process
- Uses feedback and support from teachers and peers to strengthen writing as needed by revising and editing
- Uses a variety of tools to publish writing in handwritten or digital format

Expression

- Uses writing to express ideas, reflections, experiences and to communicate needs through journals, letters, and reflections
- Creates paragraphs that present supporting ideas, are relevant to the main idea, and make connections
- Uses grade level vocabulary from personal experiences, Units of Inquiry topics, and literature
- Writes narratives to develop real or imagined experiences or events using descriptive details and clear event sequence
- Writes expository pieces to examine a topic and convey ideas and information clearly
- Writes descriptively to include sensory details that paint a picture and appeals to the reader's senses
- Writes opinion pieces that include an argument and some evidential support



ORAL COMMUNICATION STANDARDS

Listening

- Listens attentively in discussions, conversations, and presentations
- Shows respect of differing views by listening without interruption and demonstrating active listening
- Follows rules of conversation and discussions by taking turns and focusing attention on the speaker
- Listens and responds appropriately to instructions, questions, and explanations and seeks clarification when needed
- Listens and demonstrates understanding of stories read aloud and oral presentations by summarizing or reacting
- Listens critically to interpret, analyze, and evaluate oral message from speaker

Speaking

- Follows rules of conversation and group discussion by taking turns and building on others' ideas
- Participates in class and group discussions by expressing thoughts, ideas, and opinions
- Engages in giving and receiving feedback from partner or team
- Paraphrases or retells in own words and predicts with evidence
- Begins to use inflection, intonation, and appropriate volume and body language to enhance meaning
- Listens and responds appropriately to instructions, questions, and explanations and seeks clarification when needed
- Uses appropriate volume, intonation, pace and body language to enhance meaning
- Asks questions to gain information, clarify, and persuade
- Uses appropriate grammar and grade-appropriate vocabulary in speech

MATHEMATICS STANDARDS

Numbers and Operations

- Models, reads, writes, orders and compares whole numbers up to ten thousands in standard, expanded, and written form using the base ten place value system
- Estimates and rounds multi-digit whole numbers up to thousands
- Demonstrates proficient use of mathematical terms with mathematical operations
- Adds and subtracts multi-digit whole numbers up to thousands
- Develops and uses strategies for recalling addition, subtraction, multiplication, and division facts
- Adds and subtracts decimals (money)
- Multiplies whole numbers up to three-digit by one-digit using standard algorithm and lattice methods
- Multiplies one-digit whole numbers by multiples of 10 (9×80 , 5×60)
- Divides whole numbers up to three-digit dividend and one-digit divisor using the standard algorithm, long division, and repeated subtraction
- Uses the properties and relationships of the four operations and solves problems
- Understands a fraction as a number on a number line
- Uses the language of fractions
- Read, writes, and represents basic fractions and mixed numbers
- Compares fractions with like and unlike denominators and determines equivalent fractions
- Adds and subtracts fractions with common denominators
- Selects an efficient method for solving a two-step problem (mental and written strategies)

Measurement

- Understands there are different units of measurement using metric and US Customary
- Uses grams, kilograms, and liters to measure objects, using appropriate tools and units of measurement
- Makes change up to twenty dollars
- Solves word problems involving dollar bills, quarters, dimes, nickels, and pennies using money and cent symbols appropriately
- Reads and writes digital and analog time to the minute
- Understands elapsed time up to five minute intervals

- Understands and compares lengths of time: second, minute, hour, day, am/pm
- Understands that a square unit can be used to measure area
- Identifies the area of a rectangle by multiplying the side lengths
- Understands how to find perimeter
- Applies knowledge of measurement to real world problems

Shape and Space

- Describes congruent and similar 2D shapes
- Recognizes and explains reflectional and rotational symmetry
- Understands flips, slides, and turns
- Uses and understands ordered pairs

Pattern and Function

- Understands that patterns can be analyzed and rules identified (multiplication and division patterns)
- Finds the first ten multiples of a whole number up to twelve
- Understands that multiplication is repeated addition and that division is repeated subtraction
- Creates equal groups of objects to express a quotient
- Creates an array or group of objects to express a product
- Understands the inverse relationship between multiplication and division (fact families)
- Determines the unknown whole number in a multiplication or division equation

Data Handling

- Collects, represents, and interprets data in different ways
- Collects, displays, and interprets data for the purpose of answering questions
- Creates appropriate graph forms using collected data, including line plots

SPECIALS OVERVIEW

The Elementary Division offers a variety of enriched learning that goes hand in hand with what students learn in their classrooms. Each specialist area will make authentic connections with various curriculum areas in each grade level. For some Units of Inquiry, multiple specialists coordinate their topics as integral parts of that unit. When not integrated, specialists teach subject specific skills as part of their curriculum.

MUSIC

Music education at IPA enables participation in musical self-expression. Using rhythm instruments and other musical instruments, the students' creativity emerges as they explore their musical talents. Our program covers:

- Ear Training
- Creative Movement
- Basic Note Reading
- Rhythm
- Singing
- Recorders (Grades 3-5)
- Ukulele (Grades 4-5)
- Cultural Music
- Dramatic Role Play
- Performances

WORLD CULTURES & LANGUAGE

ISLAND PACIFIC ACADEMY's Culture and Language Program strives to bring in varied exposure of cultures to our students through two languages: 'Olelo (the Hawaiian language) and Mandarin Chinese. It is our goal to have students develop an internationally minded respect towards various peoples, traditions, and nations of the world.

All elementary students explore and are introduced to the Hawaiian language and culture during their Hawaiiiana and 'Olelo classes. As students proceed through the program, they will engage in 'Olelo and cultural experiences at more depth. In addition, all elementary students participate in biweekly Mandarin Chinese classes. Students engage and learn these languages through conversational and written practice. Also included in instruction are cultural experiences.

Other goals:

- Help students understand the target language with minimal translation
- Provide language-rich lessons that will build vocabulary and basic conversational phrases
- Use authentic songs, games, stories and rhymes
- Include meaningful culture

ART

Using an inquiry approach to foster exploration, experimentation, and choice, students will explore, create, and appreciate art. Through integration with thematic units, science, technology, music, and literature, students make meaningful connections to content and concepts. This allows students to see art and academics as a whole and not separate pieces. The foundation of art lessons are rooted in Discipline-Based Art Education (production, history, criticism, and aesthetics) and layered with other strategies to create a rich and engaging learning environment. Students are encouraged to think big like Matisse, O’Keefe, Picasso, and Van Gogh but stay true to their own brushstroke. Students learn about:

- Art Materials
- Art Forms and Techniques
- Principles and Elements of Art
- Artists
- Art History/Styles/Periods

SCIENCE, ENVIRONMENT, ENGINEERING, DESIGN (S.E.E.D)

Kindergarteners will explore the world around them through **Science, Environment, Engineering, and Design (SEED)** activities this year. They will develop teamwork and problem-solving skills, as well as, begin to safely use the tools of SEED. Although students will have an exciting time exploring the concepts of the class, the overall objective is to help build students with stronger learner traits.

Grades 1-5 will continue their SEED journey by exploring 20 different engineering fields through practical problem solving of issues that are related to their grade level units of inquiry. Students will enrich their knowledge of SEED concepts and skills while developing more detailed, innovative, and workable solutions to issues that affect our world.

Throughout their SEED journey at IPA, students will develop leadership, management, and teamwork skills that will promote them being involved citizens, both within their communities and the world. The courses will allow students to discover the structure and function of the parts of the world around them and how to manipulate those things to make the world a better place. Creating solutions will encompass hands-on construction that will sharpen children’s abilities to function in three dimensions, as well as, develop an understanding of materials and tools and how to find creative ways to use them.

COMPUTER SCIENCE

ISLAND PACIFIC ACADEMY's Elementary Computer Science Program builds computational thinking skills. According to The International Society for Technology in Education (ISTE) and the Computer Science Teachers Association (CSTA), computational thinking is a problem-solving process that includes (but is not limited to) the following characteristics:

- Formulating problems in a way that enables us to use a computer and other tools to help solve them
- Logically organizing and analyzing data
- Representing data through abstractions such as models and simulation
- Automating solutions through algorithmic thinking (a series of ordered steps)
- Identifying, analyzing, and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources
- Generalizing and transferring this problem-solving process to a wide variety of problems

These skills are supported and enhanced by a number of dispositions or attitudes that are essential dimensions of computational thinking. These dispositions or attitudes include:

- Confidence in dealing with complexity
- Persistence in working with difficult problems
- Tolerance for ambiguity
- The ability to deal with open ended problems
- The ability to communicate and work with others to achieve a common goal or solution

PHYSICAL EDUCATION

An emphasis on healthy living, making positive health choices, and personal and social decision-making is our main focus and is supported with activities appropriate to each grade level:

- Fitness Standards and Goals
- Team-building Activities
- Motor Skill Development and Movement Forms
- Understanding of form and function of the body related to exercise and nutrition
- Balance/Hand-eye Coordination
- Introduction to Net, Invitation, and Field sports and games
- Core Fitness & Aerobics

Nā Kau a Kau

Na Pumehana Silva me Melelani Spencer

Kilo ka maka i uka i kai
I Honouliuli a puni ē
He nilu ka 'ikena, Ka mā'ama'ama
Ua ao ē
E ho'okele i ke ala 'imi na'auao
E ho'okele i mua me ka ha'aheo
Me ke aloha ka hō'ihi.
Ka lokomaika'i, Ka mahalo ē
I ola mau
No nā kau a kau
A pae aku

The IPA Navigator Song

We are the Navigators and we lead the way
Steering by the stars at night time
Watching wind and waves by day
Our wa'a sails across the ocean
Flying colors blue and gold
Na keiki of Hawaii nei and of the USA
I Mua Me Ka Ha'aheo
From our graduation day
We know the world is ours tomorrow
No matter if we leave or stay
We will show Aloha spirit
And we'll remember what we learned
Whenever we can, Help
Let's sail away
'Til we meet again you'll have a friend at IPA

