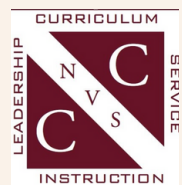


**NORTHERN VALLEY
SCHOOLS CONSORTIUM**

**CURRICULUM OBJECTIVES:
GRADE THREE
2023-2024**

**Closter, Demarest, Harrington Park, Haworth, Northvale, Norwood,
Old Tappan, and the Northern Valley Regional High School District**



NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

Mr. Vincent McHale, Superintendent, Closter Public Schools

Mr. Michael Fox, Superintendent, Demarest Public Schools

Mr. Sean Conlon, Superintendent, Harrington Park Public School

Mr. Paul Wolford, Superintendent, Haworth Public School

Mr. Michael Pinajian, Superintendent, Northvale Public School

Mr. Kevin Ulmer, Superintendent, Norwood Public School

Dr. Danielle Da Giau, Superintendent, Old Tappan Public Schools

Mr. James Santana, Superintendent, Northern Valley Regional High School District

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This document was prepared by the Northern Valley Office of Curriculum and Instruction

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Reading Literature

Students will be able to:

- Develop identities as readers with good habits within a Reading Workshop community
- Make inferences and support them with text evidence
- Develop and revise theories in their books
- Work with partners to develop ideas about their books
- Use various structures to write about their thinking in stories

Reading Information

Students will be able to:

- Pursue nonfiction topics of interest
- Use text features to enhance their comprehension
- Identify the main idea and supporting information in their nonfiction texts
- Synthesize their ideas in nonfiction texts
- Use a variety of structures to write about their thinking
- Grow ideas with partners

Opinion Writing

Students will be able to:

- Find and craft thesis statements with appropriate support
- Organize their writing to express their ideas clearly
- Create introductory and concluding paragraphs that synthesize their ideas
- Revise their writing by including information from texts and their lives
- Make sound vocabulary choices to enhance their meaning
- Prepare for a final publication by editing, sharing, and celebrating their work

Informational Writing

Students will be able to:

- Understand the structure of an informational text
- Write informational texts about topics at which they are experts
- Organize their information into appropriate categories
- Elaborate upon their information in a variety of ways
- Discuss and apply rules of punctuation and usage
- Revise their writing in a variety of ways
- Work with partners to improve their work
- Prepare for a final publication by editing, sharing, and celebrating their work

Narrative Writing

Students will be able to:

- Develop stories in their notebooks that have characters and a problem and solution
- Include internal/external elements of the story
- Discuss and apply rules of punctuation and usage
- Draft and revise their writing
- Revise their writing by changing their syntax in ways that are conventional and strengthen meaning and significance
- Prepare for a final publication by editing, sharing, and celebrating their work
- Work with partners to lift the quality of their writing

Language

Students will be able to:

- Use context clues or digital sources/dictionaries to determine the meaning of unknown words
- Use writing conventions
- Know and use grade-level spelling patterns and generalizations
- Know and use the rules that govern common grammar
- Understand and use subject/verb agreement
- Recognize and write simple, compound, and complex sentences
- Understand and use comparative and superlatives



The mission of the school library media center program is to provide an inclusive environment that promotes a love of reading, and lifelong learning. The Library Media Center is also a unique instructional site in which certified school library media specialists design and implements instructional strategies to ensure that students master the critical skills for locating, analyzing, evaluating, and utilizing complex literary and informational resources.

Students in grade 3 will be able to:

- Understand the role of the media specialist as a teacher and resource person utilizing primary and electronic resources
- Demonstrate ethical and safe use of the Internet and electronic resources
- Demonstrate appropriate use and care of materials
- Learn how to identify, locate, select and access print and non-print materials
- Identify, locate and utilize the parts of books: print and electronic
- Understand that fiction and non-fiction books can be used as resources for recreational reading
- Understand that libraries provide a diverse collection of information presenting many viewpoints

- Identify, locate, select and utilize dictionaries/thesauruses from the reference collection
- Understand that fiction and nonfiction books can be used as resources for research and class assignments
- Utilize technological resources as available and appropriate
- Utilize computer applications and software (databases, spreadsheets, presentations, and word processing) as needed
- Perform a basic search by (a) Author, Title Subject; (b) Keyword
- Utilize electronic resources (i.e., eBooks, apps, etc.)
- Identify, locate, select and utilize fiction and nonfiction literature
- Perform a basic search by (a) Author, Title Subject; (b) Keyword and assess results
- Understand and utilize single user and/or networked information resources (i.e., menu bars, help screens, search strategies, print, save, send/attach)
- Understand and use the internet to locate, evaluate, print, and save information
- Identify, locate, select and utilize dictionaries/thesauruses and encyclopedias from the reference collection
- Identify, locate, select and utilize electronic reference materials (i.e., online databases, encyclopedias, EBSCO, etc)
- Identify, locate, select and utilize dictionaries/thesauruses, encyclopedias, almanacs, Atlases, and collective biographies from the reference collection
- Demonstrate ethical and appropriate use of property and materials (i.e., copyright and plagiarism)



Expected Skills Entering Grade 3

- Fact practice
- Addition and subtraction fact families
- Skip counting
- Number sense
- Coin recognition

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division
- Understand the properties of multiplications and the relationship between multiplication and division
- Fluently multiply and divide within 100
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers
- Solve problems involving the four operations, and identify and explain patterns in arithmetic

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic

- Use place value understanding to round whole numbers to the nearest 10 or 100

Number and Operations - Fractions

- Develop an understanding of fractions as numbers
- Understand a fraction as a number on the number line
- Compare fractions by reasoning about their size

Measurement and Data

- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects
- Represent and interpret data
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

Geometry

- Reason with shapes and their attributes
- Partition shapes into parts with equal areas

Mathematical Practices for Grades 3-8

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning
- Friends of 10 (facts that make 10)



CREATING

- Generate and create musical ideas within a given tonality and/or meter
- Use standard and/or iconic notation and/or recording technology to document personal rhythmic and melodic musical ideas
- Identify instrument families and describe their timbre

PERFORMING

- Demonstrate understanding of the structure in music selected for performance

- When analyzing selected music, read and perform rhythmic patterns and melodic phrases using iconic and standard notation
- Demonstrate and describe how intent is conveyed through expressive qualities
- Apply teacher-provided and collaboratively-developed criteria and feedback to evaluate the accuracy of ensemble performances
- Rehearse to refine technical accuracy and expressive qualities, and identified performance challenges
- Perform music with expression and technical accuracy
- Demonstrate performance decorum and audience etiquette appropriate for the context and venue
- Sing independently and in groups in one or more parts
- Improvise short rhythmic phrases
- Read formal notation in treble clef including all subdivisions until eighth notes

RESPONDING

- Demonstrate and describe how expressive qualities are used in performers' interpretations to reflect expressive intent
- Employ emotion words to describe characteristics of music
- Demonstrate how art communicates ideas about an individual's imagination and frame of reference
- Use evaluative tools for self-assessment
- Considering the personal relevance of a musical piece
- Use appropriate music terminology to identify a musical opinion
- Make informed aesthetic responses to artworks based on the structural arrangement and personal, cultural, and historical points of view

CONNECTING

- Create rhythmic and melodic ideas, and describe connections to specific purpose and context
- Demonstrate performance decorum and audience etiquette appropriate for the context and venue
- Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life
- Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose, and context

PERSONAL QUALITIES

Reflection

- Express ideas, thoughts, and feelings
- Apply positive choices while learning and playing in a variety of settings
- Identify and understands certain emotions, for example, excited/angry
- Acknowledge the effect of certain emotions, but not all

Empathy

- Demonstrate help to others during an activity
- Demonstrate being mindful of others' ideas, thoughts, and feelings
- Respect peers and teachers

Adaptability

- Identify roles in different activities
- Value achievement to continue to the next steps
- Growing the ability to know when to listen and when to talk in the class environment

Responsibility

- Identifies communication skills and understands the importance of properly using them in the physical education setting
- Understand the necessity of being able to work successfully as both an individual and as part of a group/team

Mindset

- Explain appropriate reactions to all outcomes of a game, both during and after
- Identify personal challenges and strategies to achieve a successful outcome
- Discover motivation for learning and improving performance based on achievements

Self Direction

- Show enthusiasm to participate and learn new skills and concepts
- Gain an understanding of why people participate in physical activity
- Identify motivation to participate in physical activity and learning

PHYSICAL COMPETENCIES

Kinesthetic Awareness

- Grasp the concept of working in personal space and be able to maneuver through general space without colliding with obstacles and students

Balance and Control

- Complete basic obstacle courses consisting of speed ladders, hurdles, and balance pods without falling

- Perform basic jumping, hopping, and cutting movements with correct technique at slow speeds

Coordination and Fluency

- Link and order basic sports skill operations (i.e, throwing)
- Move with purpose demonstrating balance, control, and rhythm during individual activities

Rhythm and Timing

- Demonstrate how to use repeated patterns of movement to create simple sequences, for example, single-foot to two-foot jumping.
- Moves the body/parts of the body or objects in response to given cues to create an appropriate tempo, for example, hop skip and jump sequence

Gross and Fine Motor Skills

- Demonstrate hand/eye and foot/eye coordination required for movement skills, for example, tracking the flight of the ball with the eyes, moving the feet and catching it
- Perform movements in simple activities (i.e., skipping)

PHYSICAL FITNESS

Stamina (Cardiovascular/Muscular Endurance)

- Take part in moderate physical activity and sustain for short periods of time
- Describe in simple terms the reasons why people participate in physical activity

Speed

- Move at different speeds and be able to maintain balance whilst changing direction
- Play games involving the speed of thought or reaction for fun in an individual or team concept

Core Stability and Strength

- Hold body weight in a variety of positions
- Complete basic sit-ups, planks, and ABC push-ups

Flexibility

- Complete basic physical routines with knowledge of different muscle groups
- Explain the concepts of a range of motion at the joints in the body



Healthy Relationships

- Describe the physical, social, and emotional elements of wellness

- Discuss factors that contribute to healthy, social, emotional, and intellectual growth and uniqueness
- Describe the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, on the Internet, and in the community
- Describe basic human needs and how individuals and families attempt to meet those needs
- Explain the impact of service on the wellness of a community
- Analyze how parents, peers, and the media influence health decisions
- Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits
- Discuss how culture and tradition influence personal and family development
- Discuss factors that support healthy relationships with friends and family
- Describe situations that might require a decision about health and safety, and determine when those situations need to be determined by oneself or with the help of others

Social-Emotional Learning

- Discuss the causes of and demonstrate ways to deal with challenging situations
- Determine ways to cope with rejection, loss, and separation
- Discuss strategies for expressing emotions in a healthy way
- Identify people to talk with when feeling sad, angry or when managing stress



Unit 1: Weather and Climate

In this unit of study, students organize and use data to describe typical weather conditions expected during a particular season. By applying their understanding of weather-related hazards, students are able to make a claim about the merit of a design solution that reduces the impacts of such hazards. The crosscutting concepts of patterns, cause and effect, and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in asking questions and defining problems, analyzing and interpreting data, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 2: Forces and Motion

In this unit of study, students determine the effects of balanced and unbalanced forces on the motion of an object. The crosscutting concepts of patterns and cause and effect are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in planning and carrying out investigations. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 3: Electrical and Magnetic Forces

In this unit of study, students determine the effects of balanced and unbalanced forces on the motion of an object and the cause-and-effect relationships of electrical or magnetic interactions to define a simple design problem that can be solved with magnets. The crosscutting concept of cause and effect, and the interdependence of science, engineering, and technology, and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 4: Traits

In this unit of study, students acquire an understanding that organisms have different inherited traits and that the environment can also affect the traits that an organism develops. The crosscutting concepts of patterns and cause and effect are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in analyzing and interpreting data, constructing explanations, and designing solutions. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 5: Continuing the Cycles

In this unit of study, students develop an understanding of the similarities and differences in organisms' life cycles. In addition, students use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. The crosscutting concepts of patterns and cause and effect are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade-appropriate proficiency in developing and using models and constructing explanations and designing solutions. Students are also expected to use these practices to demonstrate an understanding of the core ideas.

Unit 6: Organisms and the Environment

In this unit of study, students develop an understanding of the idea that when the environment changes, some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. The crosscutting concepts of cause and effect and the interdependence of science, engineering, and technology are called out as organizing concepts for these disciplinary core ideas. Students demonstrate grade appropriate proficiency in engaging in argument from evidence. Students are also expected to use this practice to demonstrate an understanding of the core ideas.

Unit 7: Using Evidence to Understand Change in Environments

In this unit of study, students develop an understanding of the types of organisms that lived long ago and also about the nature of their environments. Students develop an understanding of the idea that when the environment changes, some organisms survive and reproduce, some move to new locations, some move into the transformed environment, and some die. The crosscutting concepts of systems and system models; scale, proportion, and quantity; and the influence of engineering, technology, and science on society and the natural world are called out as organizing concepts for these disciplinary core ideas. Students are expected to demonstrate grade-appropriate proficiency in asking questions and defining problems, analyzing and interpreting data, and engaging in argument from evidence. Students are also expected to use these practices to demonstrate an understanding of the core ideas.



Geography and Map Skills

- Identify different types of maps used to understand geographic features and in calculating distances
- Apply a map scale to understand geographic features and calculate distances
- Locate and identify time zones, lines of latitude, lines of longitude, and the global grid
- Compare and contrast physical, digital, and political maps to identify locations and spatial relationships in New Jersey, the U.S., and North America
- Name and label the seven continents and five oceans
- Characterize the major cities in New Jersey
- Examine how landforms, climate, and resources influence where people work and live in the regions of New Jersey and the U.S.
- Analyze the different ways people choose to use and share natural resources in New Jersey

Government, Civics, and Community

- Understand how the U.S. functions as a representative democracy that serves the needs of its citizens
- Discuss and classify the characteristics of an effective law
- Evaluate the rule of law in local, state, and national government
- Identify the current elected representatives at the local and state level and compare/contrast their respective roles as well as their qualifications
- Determine how “fairness”, “equality”, and the “common good” influence change at the local and state levels of the U.S. government
- Conclude why it is important that people from diverse cultures work together to promote civic change
- Describe and explain the political, economic, and social contributions of LGBTQ+ individuals and persons with disabilities and the APPI community as relevant to instruction and grade level

Geography, Environment, and Human Interaction

- Research environmental challenges at a local, national, and global level
- Examine human activities that impact the environment both positively and negatively
- Plan a project to inform others about environmental issues and how to improve or adapt to these issues

Economics

- Differentiate between wants & needs and goods & services
- Define supply and demand
- Analyze the relationship of how prices change as a result of supply and demand
- Distinguish how scarcity and availability are influenced by economic decisions made by people
- Conclude how the availability of resources and economic opportunities is affected by geography and our economy



VISUAL ARTS

CREATING

Color & Value

- Recognize neutral, complementary, and analogous color schemes and apply these colors and families to an original work of art

Line & Texture

- Incorporate actual and implied texture in artwork
 - Deliberately use lines for a purpose in artwork
-

Shape, Form & Space

- Produce art that exemplifies symmetry and asymmetry
- Differentiate between 2D and 3D work
- Observe relief techniques from various cultures
- Create a 3D object from a 2D design

Generating & Conceptualizing Ideas

- Elaborate on an imaginative idea
- Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process

Organizing & Developing Ideas

- Create personally satisfying artwork using a variety of artistic processes and materials
- Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes
- Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life

Refining & Completing Projects

- Elaborate visual information by adding details in an artwork to enhance emerging meaning

PRESENTING

- Investigate and discuss possibilities and limitations of spaces, including electronic, for exhibiting artwork
- Identify exhibit space and prepare works of art including artists' statements, for presentation
- Identify and explain how and where different cultures record and illustrate stories and history of life through art

RESPONDING

- Speculate about processes an artist uses to create a work of art
- Determine messages communicated by an image
- Interpret art by analyzing the use of media to create subject matter, characteristics of form, and mood
- Evaluate an artwork based on the given criteria

CONNECTING

- Develop a work of art based on observations of the surroundings
- Recognize that responses to art change depending on the knowledge of the time and place in which it was made



WORLD LANGUAGE

Spanish-Speaking Countries and Geography

- Identify how many countries speak Spanish
- Identify the regions of the world that are Spanish-speaking
- Name a famous Hispanic and the country they are from in the target language
- Construct and identify flags for Spanish-speaking countries

Physical Health/Body Parts

- Locate and identify parts of the face and body
- Create a skeleton, monster, or other character labeling body parts
- Express what body parts hurt
- State personal expressions with "tener."

Calendar/Cultural Celebrations

- Write the days, months, and dates in Spanish
- Name and recognize weather phrases
- Recognize names of holidays in Spanish and express
- Name famous people of Hispanic descent/culture
- Articulate what month holidays occur
- Sing cultural songs for holidays

School

- Write the names of school materials one has in their backpack/classroom
- Recognize names of objects and school furniture
- Express what one needs, has, and wants at school
- Respond to simple classroom commands

Clothing

- Recognize and name various clothing items
- Illustrate clothing items to show mastery of words
- Write simple sentences to describe what one is wearing
- Describe the color and size of each clothing item

House and Home

- Identify and name the parts of the house
- Write simple sentences to describe the house
- Describe the house or apartment where one lives

Telling Time

- Recognize the parts of the day and expressions
- Utilize vocabulary related to time
- Tell and express the time of day
- Identify activities that can be done at certain times of the day

Food

- Utilize the names of foods, and related vocabulary (i.e., fruits, vegetables)
- Utilize phrases to express foods liked/disliked
- Categorize foods as healthy and unhealthy