



## **T**hird Grade Curriculum Overview

The South Brunswick School District Curriculum being taught at the third grade level integrates the Common Core State Standards (CCSS) in Mathematics and English Language Arts and the New Jersey Core Curriculum Content Standards (NJCCCS) in all other areas of content. Students study developmentally appropriate concepts. We teach for deep understanding of the “big ideas” in each content area while we encourage students to wonder about the “essential questions.”

Technology is integrated into instruction in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge. (NJCCCS 8.1)

Below is an overview of each content area for Third Grade.

### **LANGUAGE ARTS**

The South Brunswick Language Arts Curriculum assumes the integration of reading, study of literature, study of informational text, writing, speaking, listening, and language (conventions, vocabulary and grammar). All the elements are meant to function together; each is incomplete without the others. The curriculum is based on Core Curriculum Content Standards.

This is a structure for Balanced Literacy in Grades 3 to 5. Elements of the workshop structure are to be scheduled in one consecutive amount of time or scheduled to align within the daily classroom time restraints. These elements lend themselves to natural integration across all content areas. Children will have opportunities to apply Language Arts Literacy skills in all of the other content areas.

The Third Grade Language Arts program is divided into three “blocks” which helps teachers deliver a balanced literacy approach: Reading, Writing and Word Study. Leveled books and trade literature are used for reading and writing instruction to provide appropriate challenge. Handwriting, practice and instruction, is part of the program as well.

### **The Reading Workshop Block**

#### **GUIDED READING**

It is the intent of our program to develop proficient readers who see themselves as readers, who choose to read, and who will continue to be life-long readers.

The teacher works with a small group of students to study a book appropriate to the specific needs of that group. The composition of these groups is flexible and reflects the needs and interests of the children. Leveled books and trade literature are used for reading instruction.

Many of the strategies and skills presented during whole-class mini-lessons are reinforced in small group instruction where students receive greater attention and support. During guided reading, students study story structure elements and use higher-level thinking skills such as questioning, summarizing, and making inferences. Literary craft is also studied to examine the author’s use of elements such as point of view and personification.



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In addition to guided reading, there is also a shared book study of a single text with the entire class. This enables all students to enter into the world of the same story and share their views and perspectives with each other.

Throughout the year, students focus on both fiction and non-fiction genres. In Third Grade, a wide variety of literature is used, but the following literary types receive emphasis: Guided reading leveled books (fiction and non fiction) and core novels.

### Guidelines:

- Small group Guided Reading instruction for students who read the same level text.
- Students demonstrate similar reading behaviors and share similar instructional needs.
- In a guided reading lesson, the focus is always on meaning.
- Groups also provide practice of concept/skill demonstrated in previous mini-lessons.
- The teacher explicitly teaches effective reading strategies for processing a variety of fiction and nonfiction text.
- Literature Study groups sometimes replace a guided reading group to focus on certain topics, authors or specific books.

### **MINI-LESSONS/READ ALOUD**

In our efforts to develop students into independent readers, it is important that we offer instruction on how to construct meaning from text. Students focus on story elements in fiction and non-fiction text structures. In addition, they learn comprehension strategies, such as predicting, inferring, making connections, visualizing and summarizing.

### Guidelines:

- Whole group read aloud. Teacher may also demonstrate and model what a proficient reader thinks while reading to comprehend texts.
- Mini-lessons with explicate instruction in the use of comprehension strategies, fluency, and vocabulary.
- Read-aloud text may be aligned to the content of the Science or Social Studies curriculum.
- Whole group discussion and turn and talk sharing with peers to facilitate comprehension of text.

### **STRUCTURED INDEPENDENT READING**

Independent reading of self selected books

### Guidelines:

- Partner reading allows for discussion about books.
- Reading response journals and other response activities are used to strengthen comprehension.

### **Writing Workshop Block**

Teachers use the “Writing Workshop” approach to teach students the joy and purposes of writing. During “Writer’s Workshop” teachers use mini-lessons to deliver instruction, provide opportunities for students to write independently and deliver individual student conferences to help raise the quality of writing.

Students explore what it means to be a writer. They keep writer’s notebooks, choose their own topics, revise to elaborate and use writer’s craft to make their writing powerful. They write for many purposes and different audiences. Third Grade units include Personal Narrative, Realistic Fiction and Expository writing.



### **STRATEGIC MINI-LESSONS**

During mini-lessons, students receive skill instruction to help them become proficient writers. Below are some of the skills taught in an effort to expand a repertoire of writing options:

- Use of sufficient details
- Effective word choice
- Transitional words and phrases to show time order
- Sentence combining
- Organizational options
- Punctuation rules
- Grammar/sentence structure

Guidelines:

Teacher directed, whole group instruction determined by the assessed needs of the group and the district curriculum.

- Procedural, craft, and/or skill lessons are taught during various genres studies.
- Guided practice of concept/skill demonstrated in writing mini-lesson.
- Use of mentor or touchstone texts (can be the same text used during the daily read aloud).
- Use of teacher's personal writing to model or demonstrate a craft or skill.
- Direct instruction in structure of genre under study.
- Mini-lesson structure: Connection, Teaching Point, Active engagement and Share.

### **STRUCTURED INDEPENDENT WRITING**

Writing

- Students self-select topics.
- Students have daily opportunities for independent writing (build stamina from 15 to 45 minutes.)
- Students have writing partners.

Conferencing

- Teacher meets with students in one-to-one conferences or flexible, small writing strategy groups.
- Students share writing with writing partners or during group shares.

### **SHARED OPPORTUNITIES FOR WRITERS**

Guidelines:

Sharing/discussion to bring closure to the writing workshop by reflecting on the day's writing and/or some aspect of direct instruction. Students reflect: "What did I learn as a writer today?" "How will my writing help me to become a lifelong writer?" This sharing may set the stage for the next writing workshop.

### **The Word Study Block: (Spelling/Phonics/Vocabulary)**

At all grade levels in the elementary schools, teachers use a systematic and explicit phonics, spelling and vocabulary program. Students learn how letter patterns and word chunks, such as prefixes and suffixes, impact spelling. In addition, there is a list of priority words that students learn and cannot be misspelled in their writing. Vocabulary lessons examine multiple meaning words, multi-syllabic words and words from other content areas. Students are grouped and regrouped based on spelling assessments and written samples.

### **Handwriting**

Handwriting is taught through direct small group instruction and then practiced independently.



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### **MATHEMATICS**

In third grade, students will use place value understanding and properties of operations to perform multi-digit arithmetic. A strong understanding of place value builds understanding when regrouping is necessary, and helps students to recognize when an answer isn't reasonable. Students are encouraged to use multiple strategies to solve addition and subtraction problems. By being fluent in multiple strategies, students can choose the method that is most efficient in a given mathematical situation. In addition, rounding numbers is an essential skill in building mental math abilities and checking the reasonableness of answers. Students will extend their understanding that number operations (addition & subtraction) are connected and will use this understanding to solve problems. Additionally, they will recognize that there is a relationship between place value and money. Counting money builds necessary consumer skills for their future.

Third graders will develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models. They will understand that multiplication is finding an unknown product, and division is finding an unknown factor in these situations. For equal-sized group situations, division can require finding the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division. Students will apply these strategies to solve two-step problems involving the four operations.

In geometry, students will recognize area as an attribute of two-dimensional regions, with a focus on area and perimeter. They will measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps. Students will understand that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle. Students will also recognize that perimeter is an attribute of plane figures and will distinguish between linear and area measures. Students will also describe, analyze, and compare properties of two-dimensional shapes. They will compare and classify shapes by their sides and angles, and connect these with definitions of those shapes. Students will also relate their fraction work this year to geometry by expressing the area of part of a shape as a unit fraction of the whole. The focus of geometry in 3<sup>rd</sup> grade is on 2-dimensional figures.

Students will develop an understanding of fractions, beginning with unit fractions (fractions with a 1 as the numerator). Students will view fractions in general as being built out of unit fractions, and they will use written fractions, along with visual fraction models, to represent parts of a whole. Students will understand that the size of a fractional part is relative to the size of the whole. For example,  $\frac{1}{2}$  of the paint in a small bucket could be less paint than  $\frac{1}{3}$  of the paint in a larger bucket, but  $\frac{1}{3}$  of a ribbon is longer than  $\frac{1}{5}$  of the same ribbon because when the ribbon is divided into 3 equal parts, the parts are longer than when the ribbon is divided into 5 equal parts. Students will use fractions to represent numbers equal to, less than, and greater than one. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators. The grade 3 expectations limit fractions to those with denominators of 2, 3, 4, 6, & 8. Also, fraction models in third grade include area (parts of a whole) models and number lines.

In measurement and data, students will tell and write time to the minute, and solve elapsed time problems to the nearest minute. They will solve problems involving measurement and estimation of liquid volumes and masses of objects. Linear measurement will be reviewed, and students will use linear measurements to record data on a line plot. Students will pose a question and collect and represent data

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in tally charts, picture graphs, bar graphs, and line plots. Students will use these graphs to interpret data sets.

### Common Core State Standards (CCSS):

- Number & Operations in Base 10 - 3.NBT.1, 3.NBT.2
- Multiplication & Division (Operations & Algebraic Thinking) - 3.OA.1, 3.OA.2, 3.OA.3, 3.OA.4, 3.OA.5, 3.OA.6, 3.OA.7, 3.OA.8, 3.OA.9, 3.NBT.3
- Measurement and Data – Area & Perimeter - 3.MD.5, 3.MD.6, 3.MD.7, 3.MD.8
- Number & Operations – Fractions & Geometry - 3.NF.1, 3.NF.2, 3.NF.3, 3.G.1, 3.G.2
- Measurement and Data – 3.MD.1, 3.MD.2, 3.MD.3

### Third grade topics of study:

Topics	Essential Questions	Enduring Understandings
Number and Operations in Base 10	<ul style="list-style-type: none"> <li>• How does a number’s position affect its worth?</li> <li>• What strategies can be used to find sums and differences?</li> <li>• How can the properties of operations be used to find reasonable estimations and to explain/justify answers?</li> <li>• How do we represent currency and add/subtract money amounts?</li> </ul>	<ul style="list-style-type: none"> <li>• The value of a digit in our number system is determined by its place value position.</li> <li>• Numbers can be decomposed and recomposed into component parts to add and subtract multi-digit numbers efficiently.</li> <li>• Our society uses a base 10 number system</li> <li>• Using place value builds understanding when regrouping is necessary.</li> </ul>
Multiplication & Division	<ul style="list-style-type: none"> <li>• What is the relationship between products &amp; sums, quotients &amp; differences?</li> <li>• What strategies can be used to solve multiplication/division problems?</li> <li>• How can the properties of operations be used to explain/justify answers?</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and division situations involve equal-size groups, arrays, and/or area models.</li> <li>• Multiplication and division are inverse operations.</li> <li>• The commutative, associative, and distributive properties can be used to develop efficient strategies to multiply and divide.</li> </ul>
Measurement & Data – Area & Perimeter	<ul style="list-style-type: none"> <li>• How are area and perimeter different?</li> <li>• How can you apply rules of the distributive property by finding the area of two smaller figures to find the total area of a figure?</li> <li>• How can you classify objects according to their attributes?</li> </ul>	<ul style="list-style-type: none"> <li>• Area and perimeter are attributes used to describe and measure 2D figures.</li> <li>• Understand that rectangular arrays can be decomposed into identical rows or columns.</li> </ul>
Number & Operations - Fractions & Geometry	<ul style="list-style-type: none"> <li>• How can we represent fractions &amp; equivalent fractions using visual models, including number lines?</li> <li>• Why do we need to consider the size of a whole before comparing</li> </ul>	<ul style="list-style-type: none"> <li>• Fractions are a special type of number.               <ul style="list-style-type: none"> <li>○ Fractions refer to parts of wholes.</li> <li>○ Fractions fall between whole numbers on a number line.</li> </ul> </li> <li>• Unit fractions are the building blocks of</li> </ul>

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Topics	Essential Questions	Enduring Understandings
	<p>the same size fractions? (Think: Comparing <math>\frac{1}{2}</math> of a large pizza to <math>\frac{1}{2}</math> of a small pizza)</p> <ul style="list-style-type: none"> <li>• How do you express a whole number as a fraction? (Ex: 3 in the form of <math>\frac{3}{1}</math> or locating <math>\frac{4}{4}</math> as “1” on a number line)</li> <li>• How can you classify objects according to their attributes?</li> </ul>	<p>all other fractions.</p> <ul style="list-style-type: none"> <li>○ Understand that a fraction is made up (composed) of many pieces - “unit fractions -” which have a numerator of 1.</li> <li>• We need to consider the size of the “whole” when comparing fractions of the same size. (Ex: <math>\frac{1}{2}</math> of a large pizza is a different size than <math>\frac{1}{2}</math> of a small pizza)</li> <li>• Shapes in different categories may share attributes and the shared attributes can define a larger category.</li> </ul>
Measurement & Data	<ul style="list-style-type: none"> <li>• How and why do we organize information?</li> <li>• How can we estimate the weight of an object? (Think: How do we choose the appropriate unit of measure?)</li> <li>• How do we measure the volume of objects/liquids?</li> </ul>	<ul style="list-style-type: none"> <li>• Standard units enable people to measure data in the same way.</li> <li>• Data can be organized, represented, and interpreted in multiple ways for a variety of purposes.</li> <li>• Larger units can be subdivided into equivalent units.</li> </ul>

Materials from the Scott Foresman-Addison Wesley Mathematics, the TERC Math Investigations series and On Core Mathematics (Houghton Mifflin Harcourt) are in use in the Third Grade Math program. Manipulatives, computer software, and calculators are supplementing the curriculum. At least once over the course of the year, a child will take part in a math extension program called “Math for All Kinds of Minds” in which students will be regrouped by ability across the grade level to work on problem-based, long-range projects that will provide additional challenge and enrichment. As one component of our Gifted & Talented Services, each year we identify students in Kindergarten through Grade Five who may be ready for mathematics acceleration (that is, accelerating a full grade level in math). Multiple criteria, along with recommendations, are utilized to make such decisions on student placement.

**SCIENCE**

It is the intention of South Brunswick Schools to graduate all of its students with the scientific knowledge, skills and habits of mind needed to be lifelong-learners, critical thinkers, effective communicators and wise decision-makers. Students will develop and use the skills necessary for full participation in a world shaped by science and technology.

Third Grade students study the life, earth and physical sciences based on the 2014 NJCCCS 5.1.4.A.1-A.3, 5.1.4.B.1-B.4, 5.1.4.C.1-C.3, 5.1.4.D.1-D.3, 5.2.4.E.4, 5.3.4.A.1, 5.3.4.A.2, 5.3.4.B.1, 5.3.4.D.1, 5.3.4.E.1, 5.3.4.E.2, 5.4.2.A.1, 5.4.4.A.1-A.4, 5.4.4.E.1, 5.4.2.F.1, 5.4.4.F.1, 5.4.2.G.1, 5.4.2.G.2, 5.4.4.G.1-G.4.

- *Structures of Life* (life) ~ What properties do all living things have that make them similar? What properties do all living things have that make them different? How do different organisms meet their needs for survival?



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- *Earth, Sun, and Moon* (earth) ~ To what extent are the properties of objects in our solar system predictable? What causes these patterns? What causes day and night? What causes the moon to appear to change shape? What are some properties of the Sun, Moon and stars?
- *Water & Weather* (physical/earth) ~ How do changes in one part of an Earth's system affect other parts of the system? How are weather patterns observed, recorded, and interpreted? How does a drop of water travel through the water cycle? How does water affect our daily lives?

### SOCIAL STUDIES

The expectation is that all the students of South Brunswick will develop the social studies skills and knowledge they will need to be active, informed, responsible citizens and contributing members of their communities. The students will understand history as it relates to the present and future of their lives.

Third Grade students study the "long ago and far away" as it relates to culture and immigration. This study is based on the 2014 NJCCCS 6.1.4 (geography), 6.4 (US/NJ History), 6.1 (Skills), 6.2 (Civics) and 6.5 (economics).

- *Elements of the Lenape Culture*: What are the specific elements of Lenape culture? What are the similarities and differences between Lenape culture and our own?
- *Ethnic Heritage, Immigration and Colonization* ~ What would cause an immigrant to leave their home country and move to a new country? Despite the challenges of becoming a U.S. citizen, why would someone choose to do so? What does it mean to be a U.S. citizen? How has the American culture evolved? What factors pushed people from their homelands and what pulled them to the new world? How does the movement of people affect others and the physical environment around them? What was life like for people living in colonial America?
- *Geography* ~ How does using a map teach the geographical features of the world? Includes land features around the world: continents, oceans, landforms, major countries and cities of the world
- *Current Events*

### HEALTH EDUCATION

South Brunswick students need to be health literate, especially in response to all the input they receive from the media and society. Our District's Health curriculum is firmly based on this teaching of "wellness" which can be defined as a "way of life." Our goal is to help students learn the lessons of wellness and to encourage them to take responsibility for their own health and to make informed choices about their health now--and in the future. The Third Grade Health curriculum is based on 2014 NJCCCS and addresses all relevant standards for third grade with particular emphasis on 2.1A, 2.1.C, 2.1.D, 2.1.E, 2.2.A, and 2.2.B.

In Third Grade, Health is co-taught by the classroom teacher and the nurse.

- *First Aid* (simple first aid procedures – minor cuts and wounds)
- *Disease Awareness* (Lyme and Asthma)
- *Cyber Safety* (What is private information? What is acceptable use of the Internet?)

### WORLD LANGUAGE

We believe that language acquisition opens the door to global awareness. In the South Brunswick school community, every student will have the opportunity to acquire at least one world language through sustained study beginning in early elementary school and continuing through the end of high school. The language acquisition environment will be one that promotes communication and individual student success.

An education in world languages fosters a population that:

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- Communicates in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhance cross-cultural communication.
- Values language learning as a global literacy as well as for its long-term worth in fostering personal, work-related, and/or financial success in our increasingly interconnected world.

The formal study of the Spanish language continues in Grade 3 through Grade 5. The curriculum is based on the 2014 NJCCCS 7.

Program delivery in Third Grade includes the following:

- Topics: Greetings, Classroom Objects, Foods (names), Weather & Calendar, Alphabet, Family (members)
- Classes: Classes are held once a week.
- Approach: The curriculum is taught through thematic units using games, songs, choral responses, and activities.

### **ART**

The Arts bring an important dimension to the educational program of the schools. Arts education draws upon personal feelings and experience as well as on logical and intellectual thought.

Students in Grades 3-5 receive art instruction on one day per week as part of their Special Subject/Integrated Arts schedule. Their curriculum is based on receive Art instruction one day per week as part of their Special Subject/Integrated Arts schedule. Their curriculum is based on the 2014 NJCCCS for Visual and Performing Arts: 1.1 Creation, 1.2 History of Arts and Culture, 1.3 Performance, and 1.4 Aesthetic Response and Critique.

Students in 3-5 continue to explore the concepts and principles of color, shape, form, line, texture, and pattern and to use a variety of media and materials as appropriate for grade level. Students will identify artists and art styles, compare/contrast styles and societies, develop awareness of resources in community, engage in critique of self and peers, and study art history.

### **MUSIC**

The South Brunswick Elementary Music Curriculum is designed to allow students to experience music through many different venues such as singing, movement, games and activities, classroom instruments, composition and performance. Students learn that music is all around us. Music reflects life, builds a sense of community and helps define cultural identity. It is an art form and a form of entertainment. Students will understand that music is a universal language and music allows us to transcend time.

Students in Grades 3-5 receive general music instruction one day per week as part of their Special Subject/Integrated Arts schedule. (30 classes per year) The curriculum is based on the 2014 NJCCCS for Visual and Performing Arts 1.1 The Creative Process, 1.2 History of Art and Culture, 1.3 Performing and 1.4 Aesthetics Response and Critique Methodologies. Grades 3-5: In addition to building on the skills developed in Grades K-2, 3rd grade general music students continue to develop music reading skills, and study music as it relates to world cultures and history, music dictation, theory and composition. Students also continue to develop their aural and vocal skills. In third grade, students study penny whistles as an extension of the general music curriculum.

The following Essential Questions are related to the 3rd – 5th Grades general music experience.

- *How does music make you feel?*

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- *In what ways does rhythm impact how we hear/feel music?*
- *Where else can you find rhythm?*
- *In what way does melody impact how we hear/feel music?*
- *How does melody make you feel?*
- *What is the relationship between melody and speech?*
- *Is all music beautiful?*
- *How does creating and performing music differ from listening to music?*
- *When is music entertainment and when is it art?*
- *Why do we make music?*
- *Why do we listen to music?*
- *Why do we like the music we like?*
- *How is music made?*
- *Is all sound music?*
- *How does music impact our lives?*

Students in Grades 3 have the opportunity to take strings lessons during a Before School Music Program that is offered through Community Education. A cost is associated with this.

### **PHYSICAL EDUCATION (PE)**

Physical activity is critical to the development and maintenance of good health. The goal of physical education is to develop physically educated individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. It is our goal that our students will know the benefits of their choice to be involved in physical activity and have a mindset that values physical activity and its benefits in sustaining healthy lifestyles.

Program Delivery: Our Physical Education gymnasiums are effective 2014 NJCCC standards-based environments that foster understanding of physical fitness, skill development, competition and cooperation through a meaningful content that provides:

- Instruction in a variety of motor skills that are designed to enhance the physical, mental, and social/emotional development of every child.
- Fitness education and assessment to help children understand, improve, and/or maintain their physical well-being.
- Development of cognitive concepts about motor skill and fitness.
- Opportunities to improve their emerging social and cooperative skills and gain a multicultural perspective.
- Promotion of regular amounts of appropriate physical activity now and throughout life.

At the elementary school level, locomotive skills, manipulative, and non-manipulative skills are routinely addressed through active participation in the activities designed by the physical education teachers. Activity-based fitness is emphasized rather than fitness through formal exercises/calisthenics.

### **LIBRARY-MEDIA PROGRAM**

The overall goal of the libraries is to help South Brunswick students read extensively and become information literate. Librarians, in collaboration with classroom teachers, guide students to read and to acquire skills to access, analyze and use ideas and information with competence and confidence. The American Association of School Librarians' "Nine Information Literacy Standards for Student Learning" serve as the foundation for the work students do in their school libraries.

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We build upon the knowledge and skills learned in Second Grade and focus upon the following skills and knowledge in Third Grade:

- **Orientation:** Use and locate fiction and nonfiction books on the shelves. Recall and apply comprehension strategies.
- **OPAC:** Begin to decipher and navigate *Alexandria Researcher* screens. Select appropriate search/key words. Distinguish among call numbers, evaluate and record results. Locate books on the shelves.
- **Research:** Identify, distinguish among and utilize reference materials. Utilize pictures, captions, table of contents, index, and glossary. Apply knowledge of title page to cite sources. Begin to paraphrase, take notes, and avoid plagiarism.
- **Technology:** Introduce and practice *Acceptable Use Policy*. Databases: Login to and navigate school databases with support. Brainstorm key words and utilize search skills. Distinguish among, evaluate and utilize results. Bookmarked web sites: Access and navigate bookmarked web sites. Brainstorm key words and utilize search skills. Distinguish among, evaluate and utilize results. Use laptops for research and technology purposes
- **Literature Appreciation:** Begin to identify and distinguish among genres.

Students participate in at least two research tasks during their third grade year. These tasks are taught collaboratively by the Library-Media Specialist and third grade teacher. Samples of 3rd grade tasks are as follows:

- **Plants Are Out of Sight Research Task.** This unit gives students their first structured opportunity to follow a modeled research process, including note taking, citing sources, and creating a new information product. Students will relate and extend their knowledge of characteristics of the Earth to other planets of our solar system using online resources. Students will study planets within the grade 3-science curriculum on the Sun, Moon and Earth. This research project will provide teachers with a science experience for students while teaching important foundational research and presentation skills.
- **Immigration Research Task.** This unit of the third grade Social Studies curriculum focuses on the many aspects of Immigration and the students' cultural heritage. By studying their own cultural heritage, students will evaluate the importance of traditions, values and beliefs, which form a common American heritage in an increasingly diverse American society. Students will study their cultural heritage within the grade 3 Immigration Unit of the social studies curriculum. This task will be research component that will be incorporated into the final product of the Immigration Journal.
- **Mini Research Inquiry Bursts.** In addition to the above or in lieu of the above, third graders may engage in additional research tasks as determined by the library-media specialist and teacher based on current content being studied in class.

### **TECHNOLOGY**

Technology is integrated into all areas of the curriculum in meaningful ways. Students and teachers use digital tools and information to solve problems individually and collaboratively to create and communicate knowledge and thus meet the NJCCCS Technology Standards.

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge. (NJCCCS 8.1 Educational Technology) The strands addressed in Technological Literacy are:

- A. Technology Operations and Concepts
- B. Creativity and Innovation
- C. Communication and Collaboration

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- D. Digital Citizenship
- E. Research and Information Literacy
- F. Critical Thinking, Problem Solving and Decision-Making.

All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures. (NJCCCS 9.1 21<sup>st</sup> Century Life Skills) The strands addressed in 21st Century Life Skills are:

- A. Critical Thinking and Problem Solving
- B. Creativity and Innovation
- C. Collaboration, Teamwork and Leadership
- D. Cross-Cultural Understanding and Interpersonal Communications
- E. Communication and Media Fluency
- F. Accountability, Productivity and Ethics.

As a component of our Technology Program, a technology-infused project is co-taught by the classroom teacher and a District Tech Educator in a pre-planned and systematic manner in all 3rd Grade classes throughout the district using a technology that is present in the 3rd Grade classrooms such as Chromebooks and Google Classroom. Each year the technology project changes to match emerging technologies, applications, and tech literacy skills.

3rd grade students practice their typing skills using various typing programs.

### **CHARACTER EDUCATION**

The *Responsive Classroom* is an approach to teaching character education that emphasizes social, emotional, and academic growth in a strong and safe school community. It is based on the five core values of CARES: Cooperation, Assertion, Responsibility, Empathy, and Self Control.

Morning Meeting, a key component of *Responsive Classroom*, helps create a classroom community where children can practice and explore social skills and merge social, emotional and academic learning. Morning Meeting addresses the English Language Arts standards of speaking, listening and viewing, as well as the Core Values legislation in NJAC 6A:16.

During Morning Meeting, the teacher and children gather in a circle at the beginning of the school day and proceed through the following components in order:

- **Greeting:** Children greet each other by name. The greeting can include a variety of handshakes and other activities.
- **Sharing:** Children share some news of interest and also respond to each other through asking questions and giving positive comments.
- **Group Activity:** The whole group does a fun, short activity together, usually with an academic focus.
- **Morning Message:** Through reading this daily message written by the teacher, children practice academic skills and build their sense of community.

The elementary counselor also supports Responsive Classroom through the comprehensive, developmental guidance and counseling program for students in grades K-5. As part of this program, the counselor delivers direct whole group instruction to each Third Grade class. This includes a lesson on the "A" in CARES: Assertion.

### **STANDARDIZED ASSESSMENTS FOR THIRD GRADE**

*The SBSD Website Curriculum Overview is for reference only and not for reproduction or distribution.*



## South Brunswick School District: 3rd Grade Curriculum At-a-Glance

- PARCC- 3 Language Arts Literacy Test
- Language Arts Timed Writing Tasks using the State Rubric
- Language Arts Grade 3 Running Records
- District Research Tasks/Inquiry Bursts (rubric scored)
- PARCC 3 Math Test
- District Math Unit Pre and Post Tests
- District End of Year Third Grade Math Competency Test
- Basic Math Fact Drills (Mad Minute, Otter Creek, etc.)
- South Brunswick curriculum-based pre- and/or post- assessments in all areas of content
- District Library-Media Information Literacy Tests (Grade 3 SAILS pre-post assessment)
- District Art Test (assessment of art knowledge; post test)

### **REPORTING SYSTEM**

- Third Grade report cards are sent home in December, March and June.
- Parent Conferences are scheduled every fall and spring.
- The teacher and/or the parent may request additional conferences.
- PARCC Parent Report is sent home following receipt from the State.