



## **NORTHERN VALLEY SCHOOLS CONSORTIUM**

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

### **CURRICULUM OBJECTIVES: GRADE THREE**

**COMPREHENSIVE HEALTH**

**LANGUAGE ARTS**

**MATHEMATICS**

**MUSIC**

**PHYSICAL EDUCATION**

**SCIENCE**

**SOCIAL STUDIES**

**TECHNOLOGY**

**VISUAL ARTS**

**WORLD LANGUAGES**

**LIBRARY/MEDIA**

# NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

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# **COMPREHENSIVE HEALTH**

## **WELLNESS**

All students will acquire health promotion concepts. Students will be able to:

- Describe the physical, social, and emotional elements of wellness.
- Describe and demonstrate personal hygiene practices that support wellness.
- Describe the structure and function of human body systems. Know:
  - The heart is the major organ in the circulatory system.
  - The brain is the major organ in the nervous system.
  - The lungs are the major organs in the respiratory system.
  - The stomach is the major organ in the digestive system.
- Discuss factors that contribute to healthy, social, emotional, and intellectual growth and uniqueness.
- Differentiate between healthy and unhealthy eating patterns.
- Identify foods by food group, food source, nutritional content, and nutritional value.
- Describe the signs and symptoms of common childhood diseases and health conditions and investigate ways to treat them.
- Explain that some diseases and health conditions are preventable and some are not.
- Discuss ways to prevent the spread of diseases (hand washing, immunization, etc.)
- 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.
- Understand that abuse can take several forms including verbal, emotional, sexual, and physical, and identify ways to get help if needed.
- Recognize the characteristics of safe behavior when traveling in vehicles or as a pedestrian
- Describe basic human needs and how individuals and families attempt to meet those needs.
- Discuss the causes of stress and demonstrate ways to deal with stressful situations.

## **INTEGRATED SKILLS**

All students will Develop and use personal and interpersonal skills to support a healthy, active lifestyle. Students will be able to:

- Describe and demonstrate the effective use of communication skills, including refusal, negotiation, and assertiveness.
- Identify and employ ways to improve listening skills as a strategy when responding to disagreements.
- Analyze how parents, peers, and the media influence health decisions.
- 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..
- Develop a health goal and track towards achievement.
- Describe character traits and core ethical values such as respect, empathy, civic mindedness, and good citizenship.
- Illustrate that a person's character and values are reflected in the way the person thinks, feels, and acts.
- Describe how attitudes about individuals with disabilities can impact positively and negatively.
- Explain the impact of service on the wellness of a community.
- Describe health and fitness services provided in the school and community.
- Describe and demonstrate how to seek help for a variety of health and fitness concerns.

## **DRUGS AND MEDICINE**

All students will acquire knowledge about alcohol, tobacco, other drugs and medicines and apply these concepts to support a healthy, active lifestyle. Students will understand:

- Distinguish between over-the-counter and prescription medicines.
- Identify commonly used medicines and discuss why they are used.
- Discuss the importance of taking medicines as ordered, not sharing medicines with others, and reporting any side effects to a trusted adult.
- Describe the short and long-term effects of tobacco.
- Discuss the impact of second-hand/passive smoke on the health of nonsmokers.
- Identify the short and long-term physical and behavioral effects of alcohol use and abuse.
- Explain why some drugs and substances are illegal.
- Understand why inhaling certain substances is unhealthy.
- List signs of a drug, alcohol, or tobacco use problem.
- Understand the difference between safe drug use and unsafe drug use.
- Examine how the media, peer pressure, and home life can affect decisions related to drug abuse.

## **HUMAN RELATIONSHIPS AND SEXUALITY**

All students will acquire knowledge about physical, social, and emotional aspects of human relationships and sexuality and apply these concepts to support a healthy, active lifestyle. Students will be able to:

- Describe different kinds of families and discuss how families can share love, values, and traditions, provide emotional support, and set boundaries and limits.
- Discuss ways that families adjust to changes in the nature or structure of the family.
- Discuss how culture and tradition influence personal and family development.
- Discuss factors that support healthy relationships with friends and family.
- Describe appropriate ways to show affection and caring.



## **LANGUAGE ARTS**

### **Reading Literature**

#### **Student objectives (outcomes):**

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

#### **Essential Question(s):**

- Why do readers read?
- How do readers construct meaning?
- How do readers build stamina and independence to interpret character ideas in their books?

- How do readers build ideas through with reading partners and groups about a text?

### **Reading Information**

#### **Student objectives (outcomes):**

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

#### **Essential Question(s):**

- Why do readers read informational text?
- How do readers construct meaning?
- How do readers use informational text features to build an understanding of a text or topic?
- How do readers read to grow new ideas about the world through nonfiction?
- How do readers build ideas through with reading partners and groups about a text and a topic?

### **Opinion Writing**

#### **Student objectives (outcomes):**

Students will be able to:

- find and craft thesis statements with appropriate support
- organize their writing to express their ideas clearly
- have 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

#### **Essential Question(s):**

- What is an opinion?
- How do writers state their opinion through a thesis statement or claim?
- How do writers use supporting details and reasons and connect these?
- Why do writers revise their writing?
- How do writers use conventions to edit their writing?

### **Informational Writing**

#### **Student objectives (outcomes):**

Students will be able to:

- understand the structure of 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

**Essential Question(s):**

- How do writers grow ideas about topics of interest?
- How do writers develop and organize their ideas and support them appropriately?
- Why do writers revise their writing?
- How do writers use conventions to edit their writing?

**Narrative Writing****Student objectives (outcomes):**

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
- Will 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

**Essential Question(s):**

- How do writers utilize their writer's notebook to tell meaningful, focused stories of their lives or other characters?
- How do writers create a realistic fiction story with a mix of internal and external story?
- Why do writers revise their writing?
- How do writers use conventions to edit their writing?

**Language****Student objectives (outcomes):**

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

**Essential Question(s):**

- How does asking and answering questions help readers understand what they are reading?
- What strategies can readers use to help them understand what they are reading? (multiple meaning words, suffixes/prefixes, antonyms/synonyms, homophones)
- What are the characteristics of a good listener?
- How do writers know, use, and understand the parts of speech correctly?



## **MATHEMATICS**

### **Operations and Algebraic Thinking**

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplications and the relationship between multiplication and division.
- Multiply and divide within 100.
- 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.

### **Number and Operations - Fractions**

- Develop understanding of fractions as numbers.

### **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.

### **Entering Expected Skills:**

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

### **Mathematical Practices for Grades 3-8**

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.





## MUSIC

### **Performance**

- Perform works of art that have a utilitarian purpose, including improvisation.
- Perform works of art that places an emphasis on structural arrangement.
- Demonstrate how the elements of music are used to achieve balance in composition.
- Demonstrate musical elements in response to aural prompts and printed scores.
- Sing independently and in groups in one or more parts.

### **Reading and Notation**

- Read music from progressively complex notation, including mixed meters, compound meters, and the grand staff.
- Demonstrate knowledge of basic concepts of music.

### **Listening and Responding**

- Employ basic, discipline-specific arts terminology to categorize works of dance, music, according to established classifications
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view
- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference.

### **Critiquing**

- Identify criteria for evaluating performances.
- Use evaluative tools for self-assessment.
- Use appropriate music terminology to express fact and opinion regarding a work of music.
- Define technical proficiency and analyze how artists apply the elements.
- Performance
- Consider the context for the creation and of the work when assessing works of dance, music, theatre and visual art. What is the purpose, who is the intended audience?

### **History and Culture**

- Recognize works of dance, music, theatre, and visual arts as a reflection of societal values and beliefs.
- Relate common artistic elements that define distinctive genres in music.
- Determine the impact of significant contributions of individual artists from diverse cultures throughout history.

### **Connections**

- Make connections between music and real life experiences.



# **PHYSICAL EDUCATION**

## **A. Basic Movement Skills & Concepts**

- Explain and demonstrate locomotor skills using appropriate form:
  - Walk, run, jump, hop, gallop, skip, slide, leap, chase, flee, dodge, and animal movements
- Demonstrate non-manipulative skills:
  - Turn, twist, roll, balance, transfer weight, jump, land, stretch, curl, and climb
- Participate in manipulative skills:
  - Throw, catch, collect, kick, punt, dribble, volley
  - (Optional equipment used: rope, wand, hoops, scoop, parachutes, bean bags, pins, balls, ribbons/scarves, darts, deck rings, frisbee, balloons, hippity hops, sponges, foam paddles, plastic containers, striking equipment, jump bands, paddles, and foptails)
- Use body management skills and demonstrate control when moving in relation to others, objects, and boundaries in personal and general space.
- Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
- Correct movement errors in response to feedback and explain how the change improves performance.

## **B. Team Sports**

- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Explain and demonstrate the use of basic offensive and defensive strategies. (Ex. player positioning, faking, dodging, creating open areas, and defending space).
- Acknowledge individual contributions of team members.
- Choose appropriate ways to motivate and celebrate accomplishments as a team.

## **C. Individual Sports/Recreational Games/Lifetime Activities**

- Summarize the characteristics of good sportsmanship and demonstrate appropriate behavior as both a player and an observer.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.
- Explain and demonstrate the use of basic offensive and defensive strategies.
- Choose appropriate ways to motivate and celebrate accomplishments.

## **D. Fitness and Physical Activity**

- Employ health related fitness.
- Demonstrate skill related fitness.
- Develop a health related fitness goal and track progress using health/fitness indicators (sweating, heart rate, heavy breathing, use of technology).
- Determine the physical, social, emotional, and intellectual benefits of regular physical activity.
- Discuss and describe personal fitness factors:
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

### **E. Project Adventure (Optional Enrichment)**

- Participate in modified/cooperative games and initiative activities.
- Summarize the characteristics of good sportsmanship.
- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

### **F. Guided Discovery (Optional Enrichment)**

- Apply specific rules and procedures during physical activity and explain how they contribute to a safe active environment.

### **Attitudes and Values**

1. Demonstrate positive feelings toward safety in physical education.
2. Demonstrate good sportsmanship.
3. Demonstrate positive attitude and behaviors toward self and others in physical education.
4. Appreciate physical activities for creating an avenue of self-expression.
5. Demonstrate a knowledge of rules, which enhances the success of the activity.
6. Understand the importance of maintaining physical fitness.
7. Appreciate physical activity for promoting mental and physical well-being.



## **SCIENCE**

### **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 understanding of the core ideas.

This unit is based on 3-#WW2-1, 3-ESS2-2, 3-ESS3-1, and 3-5-ETS1-1.

### **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 understanding of the core ideas.

This unit is based on 3-PS2-1 and 3-PS2-2.

### **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 understanding of the core ideas.

This unit is based on 3-PS2-3, 3-PS2-4, and 3-5-ETS1-1.

### **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 understanding of the core ideas.

This unit is based on 3-LS3-1 and 3-LS3-2.

### **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 understanding of the core ideas.

This unit is based on 3-LS1-1 and 3-LS4-2.

### **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 understanding of the core ideas.

This unit is based on 3-LS2-1 and 3-LS4-3.

## 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 understanding of the core ideas.

This unit is based on 3-LS4-1, 3-LS4-4, and 3-5-ETS1-1.



### SOCIAL STUDIES

#### **Civics, Government, Human Rights**

##### **Students will be able to:**

- Identify and locate the seven continents and four oceans.
- Use physical and political maps to identify locations and spatial relationships in New Jersey, the U.S. and North America.
- Identify time zones, latitude, longitude, and the global grid.
- Identify and use a map scale.
- Identify the major cities in New Jersey (ex. Newark, Camden, Trenton, and Perth Amboy).
- Identify the 21 counties in New Jersey.
- Describe how landforms, climate, and resources influence where people work and live in the regions of New Jersey and the U.S.
- Compare ways people choose to use and divide natural resources in New Jersey.
- Know that people move from place to place and that countries are interdependent economically.
- Plan a project to inform others about environmental issues. (i.e. conserving water)
- Examine the rule of law in national government systems.
- Describe the characteristics of an effective law.
- Determine how “fairness”, “equality”, and the “common good” have influenced change at the local and national levels of the U.S. government.
- Explain how national and state governments share power in the federal system of government.
- Explain how the U.S. functions as a representative democracy and describe the roles of elected representatives at the local, state, and national levels.
- Describe how the world is divided into many nations that have their own governments, languages, customs and laws.
- Describe why it is important that people from diverse cultures work together to solve common problems.

- Select a local issue and develop a group action plan related to the issue. (i.e. recycling)

## **Geography, People, And The Environment**

### **Students will be able to:**

- Identify and locate the seven continents and four oceans.
- Use physical and political maps to identify locations and spatial relationships in New Jersey, the U.S. and North America.
- Identify time zones, latitude, longitude, and the global grid.
- Identify and use a map scale.
- Identify the major cities in New Jersey (ex. Newark, Camden, Trenton, and Perth Amboy).
- Identify the 21 counties in New Jersey.
- Describe how landforms, climate, and resources influence where people work and live in the regions of New Jersey and the U.S.
- Compare ways people choose to use and divide natural resources in New Jersey.
- Know that people move from place to place and that countries are interdependent economically.
- Plan a project to inform others about environmental issues. (i.e. conserving water)

## **Economics, Innovation, and Technology**

### **Students will be able to:**

- Compare and contrast the wants and needs of nations.
- Give examples of how scarcity and choice influence decisions made by nations.
- Define supply and demand.
- Describe that prices change as a result of changes in supply and demand.
- Explain how government regulates the goods produced and the services provided.
- Compare and contrast importing and exporting.
- Define “debt” and “investment”.
- Define and describe an “entrepreneur” and “capitalism”.
- Identify societal changes that resulted from inventions such as railroad or industrial revolution.

## **History, Culture, and Perspectives**

### **Students will be able to:**

- Summarize reasons why various groups, voluntarily and involuntarily, immigrated to New Jersey and America.
- Understand the impact of European immigration on the Native Americans.
- Describe the process by which immigrants become U.S. citizens.
- Describe the challenges encountered by the immigrants in New Jersey and America.
- Describe why it is important to understand the perspectives of other cultures.
- Explain how culture influences experiences and events.
- Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices (case study: American Indian experience; immigrant groups).
- Explain how acts of heroic individuals have shaped history
- Identify actions that are unfair or discriminatory, such as bullying and propose solutions to address such actions.
- Describe and explain the political, economic and social contributions of LGBTQ+ individuals and persons with disabilities.



## **TECHNOLOGY**

### **K - 4 Objectives**

#### **Technology Operations and Concepts**

- Identify and use the basic features of a computer and its operating system
- Identify basic hardware problems and solve simple problems (i.e. freezing, refresh/stop, force quit, restart, minimizing/closing windows, empty trash, quitting applications, login/logout).
- Use technology terms in daily practice.
- Discuss the common uses of computer applications and hardware and identify their advantages and disadvantages both at home and at school.
- Demonstrates appropriate keyboarding/mouse skills and correct posture.
- Create a document with text using a word processing program.
- Create a visual composition using basic tools (brush, bucket, spray can, color palette, eraser, shape, line and text tools).
- Demonstrate the ability to navigate in developmentally appropriate virtual environments (websites).
- Use a digital camera to take a picture.
- Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
- Produce a media-rich digital story about a significant local event or issue based on first-person interviews.

#### **Digital Citizenship**

- Model legal and ethical behaviors when using both print and non-print information by citing sources.
- Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.
- Analyze the need for and use of copyrights.
- Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

#### **Research and Information Literacy**

- Use the Internet to explore and investigate information with a teacher's support.
- Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.
- Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.

#### **Critical Thinking, Problem Solving, and Decision-Making**

- Navigate the basic functions of a browser, including how to open or close windows and use the “back” key.
- Use mapping tools to plan and choose alternate routes to and from various locations.
- Select and apply digital tools to collect, organize, and analyze data that support a scientific finding.



## VISUAL ARTS

### Objectives for Grades 3, 4, 5

#### **The Creative Process:**

1. Identify elements of art and principles of design that are evident in everyday life.
2. Compare and contrast works of art in various mediums that use the same art elements and principles of design.

#### **History of Arts and Culture:**

1. Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
2. Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
3. Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.

#### **Performing:**

1. Work individually and collaboratively to create two- and three-dimensional works of art that make cohesive visual statements and that employ the elements of art and principles of design.
2. Identify common and distinctive characteristics of artworks from diverse cultural and historical eras of visual art using age-appropriate stylistic terminology (e.g., cubist, surreal, optic, impressionistic), and experiment with various compositional approaches influenced by these styles.
3. Identify common and distinctive characteristics of genres of visual artworks (e.g., realism, surrealism, abstract/non objective art, conceptual art, and others) using age-appropriate terminology, and experiment with various compositional approaches influenced by these genres.
4. Differentiate drawing, painting, ceramics, sculpture, printmaking, textiles, and computer imaging by the physical properties of the resulting artworks, and experiment with various art media and art mediums to create original works of art.
5. Collaborate in the creation of works of art using multiple art media and art mediums, and present the completed works in exhibition areas inside and outside the classroom.

#### **Aesthetic Responses & Critique Methodologies**

##### **A. Aesthetic Responses**

- Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.



- Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).

## **B. Critique Methodologies**

- Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
- Define technical proficiency, using the elements of the arts and principles of design.
- Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.



## **WORLD LANGUAGE**

### **Calendar, Weather, Personal Feelings**

#### **Students will be able to:**

- State the day, month, year; express and write the date
- State one’s birthday
- Identify major holidays
- Name the four seasons
- Classify different types of weather
- Express how one is feeling at the moment

### **Clothing and World Travel**

#### **Students will be able to:**

- Identify where the target language is spoken
- Name capital cities
- Identify cultural sites or resources in one specific country.
- Identify objects and clothing needed for travel

### **Physical Health/Review Body Parts**

#### **Students will be able to:**

- Discuss physical health and illness using body parts and verb “tener”.
- Practice Total Physical Response (TPR) with commands including whole body movement and identifying individual body parts.
- Learn to use expressions such as: (1) Me duele (n)...; (2) Tengo dolor de...; (3) Tengo (tos, catarro, fiebre, etc.)



## **LIBRARY/MEDIA**

The mission of the school library media center program is to provide an inclusive environment which 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 implement 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 diverse collection of information presenting many viewpoints.
- Identify, locate, select and utilize dictionaries/Thesauruses from the reference collection.
- Understand 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 (eg 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 (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, ie. 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 (copyright and plagiarism).