NORTHERN VALLEY
SCHOOLS CONSORTIUM

CURRICULUM OBJECTIVES:
GRADE THREE
2024-25

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

LEAD~CREATE~MODEL~SUSTAIN
NVCC
A CULTURE OF LEARNING

NORTHERN VALLEY SCHOOLS CONSORTIUM ADMINISTRATORS

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LANGUAGE ARTS

Informational Reading and Writing

- Readers identify the main idea and key details in a text.
- Readers use information gained from text features.
- Readers read using text structures.
- Readers solve tricky words.
- Readers compare information across different texts.
- Writers use their notebooks to try out lots of possible topics.
- Writers research to gather information about their topic.
- Writers organize their writing.
- Writers try out and use text features that best teach the reader.
- Writers edit their writing for accuracy.

Literature Reading and Writing

- Readers identify character actions, traits, feelings, motivations and perspectives using text evidence to support their thinking.
- Readers retell key details and describe the plot.
- Readers use and reference features of a text.
- Readers determine the theme of a text.
- Writers use notebooks to generate and develop ideas for possible narratives.
- Writers organize their writing.
- Writers use narrative details.
- Writers edit their writing for accuracy.

Opinion Writing

- Writers choose an idea and draft pieces that reflect their opinion.
- Writers use reasons and convincing details.
- Writers organize their writing.
- Writers edit their writing for accuracy.

Reading Foundations

- Readers choose books and use strategies to help them understand and read with fluency.
- Readers use strategies to solve tricky words.
- Readers use strategies to construct meaning from what they read.
- Readers build stamina and independence.
- Readers build conversations about reading.
- Writers write in an organized way.
- Writers use the writing process to improve their work.
- Writers write for different purposes.
- Writers use feedback to make their writing more powerful.
- Writers use punctuation.

Writing Foundations

- Writers write in an organized way.
- Writers use the writing process to improve their work.
- Writers write for different purposes.
- Writers use feedback to make their writing more powerful.
- Writers use punctuation.

LIBRARY/MEDIA

Library Usage

- Access and navigate the library OPAC to locate books on the shelves.
- Distinguish among call numbers, evaluate and record results.
- Begin to identify and distinguish among genres.
- Recall and apply comprehension strategies.

Digital Citizenship

- Adhere to the Acceptable Use Policy.
- Know how to search for digital images that can be reused and distinguish them from those that are protected by copyright.
- Compare and contrast how digital tools have changed the way we interact with one another.

Research

- Select appropriate search/keywords.
- Begin to formulate questions.
- Access and navigate online resources.
- Utilize visuals and text characteristics.
- Identify what a copyright is and why it is needed.
- Record information and avoid plagiarism.
- Obey copyright rules.

MATHEMATICS

Addition and Subtraction

- Use place value understanding to round whole numbers to the nearest 10 or 100.
- Read and write numbers and numerals through hundreds thousands.
- Express a number in expanded form.
- Identify the place value of each digit through hundred thousands using "periods".
- Estimate to the nearest 10 cents and a dollar.
- Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.

Problem-Solving

- Solve one and two-step word problems using the four operations.
- Represent these problems using equations with a letter standing for the unknown quantity.
- Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- Assign labels to answers.

Multiplication and Area

- Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations.
- Represent and solve problems involving multiplication and division.
- Determine the unknown whole number in a multiplication equation relating three whole numbers.
- Determine a square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area.
- Determine a plane figure which can be covered without gaps or overlaps by unit squares is said to have an area of square units.
- Measure areas by counting unit squares (square cm, square m, square in, square ft, and non-standard units).
- Find the area of a rectangle with whole-number side lengths by tiling it and show that the area is the same as would be found by multiplying the side lengths.
- Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real-world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.
- Use tiling to show in a concrete case the area of a rectangle. Use area models to represent the distributive property in mathematical reasoning.

Division

- Represent and solve problems involving multiplication and division.
- Determine the unknown whole number in a multiplication or division equation relating three whole numbers.
- Understand division as an unknown-factor problem.
- Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division

Fractions

- Understand a fraction 1/b as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size 1 over
- Understand a fraction as a number on the number line; represent fractions on a number line diagram.
- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.
- Represent a fraction 1/b on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts.
- Represent a fraction a/b on a number line diagram by marking off a length 1/b from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units—whole numbers, halves, or quarters.
- Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
- Understand two fractions as equivalent (equal) if they are the same size and if they are located at the same point on a number line.
- Recognize and generate simple equivalent fractions by reasoning about their size.
- Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
- Compare two fractions with the same numerator or the same denominator by reasoning about their size.

Time, Measurement, and Shapes

- Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
- Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.

- Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals.
- Recognize area as an attribute of plane figures and understand concepts of area measurement.
- Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.
- Recognize area as an additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems.

Data Representation

- Understand how to collect and organize data.
- Understand how data is represented and analyzed.
- Understand how bar graphs, pictographs, line plots, and frequency tables are created and interpreted.
- Develop survey questions.
- Use data from survey questions to create different types of graphs Understand how to collect student-centered data.
- Use existing data to answer data-based questions.
- Draw a scaled picture graph and scaled bar graph to represent a data set.
- Solve one and two-step problems using information in scaled bar graphs.

MUSIC

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.

PHYSICAL EDUCATION

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.

HEALTH

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.

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 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.

SOCIAL STUDIES

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 and needs and goods and 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 and Value

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

Line and Texture

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

Shape, Form and 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 and 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 LANGUAGES

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.