

# NEW PROVIDENCE SCHOOL DISTRICT PROGRAM OF STUDIES ~ THIRD-GRADE

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## LANGUAGE ARTS LITERACY

The third-grade language arts program follows a balanced literacy framework that aligns with the New Jersey Student Learning Standards and assessments. It contains all of the components necessary to develop lifelong literacy. These components include word study, Reader's Workshop, and Writer's Workshop.

Word study focuses on word spelling and meaning. Through direct instruction and hands-on sorting activities, students learn about spelling patterns, morphemes, and grade-level appropriate spelling generalizations.

Reader's Workshop is based on reading research and develops essential reading skills while fostering a love of reading. At the intermediate level, students read and learn about a variety of genres, including full-length trade books and nonfiction texts. Students learn and grow through various instructional contexts including teacher modeling, mini-lessons, small group guided reading, book clubs, partnerships, and independent reading. Attention is given to each student's level of reading development while guiding him/her along the pathway to further growth as a strategic reader.

Writer's Workshop is similar to Reader's Workshop in many ways. This instructional model includes the following:

- Teacher modeling of his/her thought process to demonstrate the writing process
- Use of mentor text to illustrate particular elements of writing
- Regular and sustained periods of time for writing
- Student choice and responsibility in using strategies needed to become independent, lifelong writers
- Student opportunity to reflect upon writing and to discuss their growth with others
- Practical application of grammar rules

Handwriting instruction teaches the correct method of forming cursive letters. Attention is also given to proper spacing.

## MATHEMATICS

The mathematics program in third-grade is designed to actively engage students in a variety of activities and explorations that foster and develop an understanding of multiplication and division strategies of whole numbers, the meaning of fractions, the structure of rectangular arrays and area, and the analysis of two-dimensional shapes. In third-grade, instructional time focuses on the following areas:

*Develop an understanding of multiplication and division*

- ✓ Through activities involving arrays and area models and problems involving equal-sized groups, students develop multiplication and division concepts. While multiplication finds an unknown product, the division operation can find the unknown number of groups or the unknown group size. Students use properties of operations to calculate products of whole numbers and compare a variety of solution strategies.

*Develop an understanding of fractions*

- ✓ Students use visual fraction models to represent parts of a whole. Then they build fractions from unit fractions, or fractions with a numerator of one. Their understanding deepens as they realize that the size of a fractional part is dependent upon the whole. For example,  $\frac{1}{2}$  of a glass of water might be less water than  $\frac{1}{3}$  of a larger glass, but  $\frac{1}{4}$  of a cupcake is more than  $\frac{1}{6}$  of that cupcake. Fractions are used to represent numbers greater than, less than, and equal to one.

*Investigate area concepts*

- ✓ Area is seen as an attribute of two-dimensional regions. Students 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. Rectangular arrays are decomposed into identical rows or columns in order that students connect area to multiplication.

*Analyze shapes*

- ✓ Students compare, classify, and analyze two-dimensional shapes by their sides and angles. Further, they relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

The curriculum for this course includes 21st Century Skills that promote the use of innovative learning strategies by integrating supportive technologies, performance tasks, and higher order thinking skills as well as the integration of global perspectives and financial literacy.

The Mathematics curriculum is aligned with the New Jersey Student Learning Standards for Mathematics

**LIFE LITERACIES AND KEY SKILLS**

The K-6 instructional program provides an important foundation for elementary students in life literacies and key skills, including: Creativity and Innovation, Critical Thinking and Problem Solving, Digital Citizenship, Global and Cultural Awareness, Information and Media Literacy, and Technology Literacy

The program is comprehensive and interdisciplinary, addressing major themes within the curriculum. Each elementary school has a full-time technology coordinator. The role of the technology coordinator is to provide curriculum development, instruction, professional development, and technical support in their respective schools.

Elementary students at each grade-level engage in curriculum-related activities designed by their classroom teacher, technology coordinator, and/or library media specialist that are enhanced through the use of technology. Students are encouraged to use technology for personalized learning, problem-solving activities, transfer of knowledge, collaboration and to communicate their understandings effectively. As students move through the elementary grade-levels, they are also encouraged to use the Internet responsibly as a tool for basic research.

The New Jersey Student Learning Standard 9.4 Life Literacies and Key Skills, includes instruction focused on the following core ideas:

- Creativity and Innovation

- Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
- Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
- Critical Thinking and Problem-solving
  - The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
- Digital Citizenship
  - Intellectual property rights exist to protect the original works of individuals. It is allowable to use other people's ideas in one's own work provided that proper credit is given to the original source.
  - Sending and receiving copies of media on the internet creates the opportunity for unauthorized use of data, such as personally owned video, photos, and music.
  - Digital identities must be managed in order to create a positive digital footprint.
  - Digital tools have positively and negatively changed the way people interact socially.
  - Digital engagement can improve the planning and delivery of climate change actions.
- Global and Cultural Awareness
  - Culture and geography can shape an individual's experiences and perspectives.
- Information and Media Literacy
  - Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
  - Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
  - Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision-making.
  - Specific situations require the use of relevant sources of information.
- Technology Literacy
  - Different digital tools have different purposes.
  - Collaborating digitally as a team can often develop a better artifact than an individual working alone.

## **SCIENCE**

The third-grade science program uses the Full Option Science System (FOSS) Next Generation. Students explore standards-based, inquiry centered units in life, physical, and earth science. FOSS Next Generation puts the Next Generation Science Standards into practice by integrating all three dimensions, including the disciplinary core ideas, the science and engineering practices, and the crosscutting concepts, into the science classroom in order to engage students in experiences that lead to a deeper understanding of the natural and designed world.

Students in third-grade formulate answers to questions such as: "What is typical weather in different parts of the world and during different times of the year? How can the impact of weather-related hazards be reduced? How do organisms vary in their traits? How are plants, animals, and environments of the past similar or different from current plants, animals, and environments? What happens to organisms when their environment changes? How do equal and unequal forces on an object affect the object? How can magnets be used?" 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. Students develop an understanding of the similarities and differences of organisms' life cycles. An understanding that organisms have different inherited traits, and that the environment can also affect the traits that an organism develops, is acquired by students at this level. In addition, students are able to construct an explanation using evidence for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Third-graders 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. Students are expected to develop an understanding of types of organisms that lived long ago and also about the nature of their environments. Students determine the effects of balanced and unbalanced forces on the motion of an object and the cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. They apply their understanding of magnetic interactions to define a simple design problem that can be solved with magnets. The crosscutting concepts of patterns; cause and effect; scale, proportion, and quantity; systems and system models; interdependence of science, engineering, and technology; and 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; developing and using models, planning and carrying out investigations, analyzing and interpreting data, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating, and communicating information. Students are expected to use these practices to demonstrate understandings.

The third-grade Science curriculum is aligned with the New Jersey Student Learning Standards for Science (NJSL-S).

### **STEM**

Third-grade students will collaborate on a number of authentic engineering, coding and design challenges that emphasize innovation, critical thinking, problem-solving, and teamwork. They will define a simple design problem and identify the possible criteria and constraints. Students will then generate and compare multiple possible solutions to the problem based on how well each is likely to meet these criteria and constraints. They will then look to improve their designs by conducting controlled tests to identify aspects of their model or prototype that can be improved.

### **SOCIAL STUDIES**

The third-grade program in social studies will encompass a broad based study of communities. A literacy-based approach will complement our examination of America's early communities, the movement of people from place to place, and how communities are governed. In addition, students will discuss the fundamentals of economic theory as they relate to the United States and the rest of the world. These themes will be supported through the use of textbooks, fiction and nonfiction literacy sources, and a multitude of hands-on activities. Skills emphasized while studying these social studies themes will frequently parallel those being addressed in the third-grade language arts instruction, providing additional support for young readers and writers.

The Social Studies curriculum is aligned with the New Jersey Student Learning Standards for Social Studies.

## **FLES**

Foreign Language in the Elementary Schools (FLES) is a Spanish language and culture instructional program in grades 1-6. Students are given one session per week of instruction in the basics of Spanish language and cultural traditions of the world. The students are introduced to the vocabulary of the school (classroom objects, people, and places) and how to express emotions. The speaking, listening, reading and writing activities combine new vocabulary with previously learned vocabulary.

## **ART**

In Kindergarten through sixth-grade, students experience an ongoing and systematic art program. Using the elements of art and principles of design as a guide, students explore a wide range of materials and artistic methods. Performance tasks allow students to produce visual expressions with which to communicate their ideas, their culture and their environment, both real and imagined. Through creation, reflection and analysis, children learn to value art as a cultural institution and as a means of personal expression.

The art curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, presenting, responding and connecting) as indicated in the National Core Art Standards, encourages all students to develop personal artistic capabilities to their greatest potential.

In third-grade, children meet with an art specialist once a week. The third-grade Art Class provides a variety of artistic activities in various media designed to help students master concepts and skills while creating age-appropriate artwork. As individual artistic skills grow, students will be increasingly encouraged to be more self-directed in creative decisions.

## **MUSIC**

The K-6 music curriculum is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts. Engaging in the four artistic processes (creating, performing, responding and connecting,) encourages all students to develop personal musical capabilities to their greatest potential.

In third-grade, children continue to develop a light head voice quality, proper singing posture and breathing, clear diction, and accurate intonation. Students sing vocal warm-ups, American folk songs, camp and game songs, art songs and songs from other cultures. They continue to explore part-singing in simple canons and selections with vocal ostinati.

During the weekly Recorder Class, children further develop music reading skills and gain experience in an instrumental ensemble. They develop teamwork skills through playing together.

The Music Class provides a variety of musical activities designed to help students master concepts and skills. Children gain a greater sense of steady pulse and rhythm by moving to music and by playing classroom percussion and Orff instruments. They increase their ability to describe music through new awareness of music notation and terminology. They recognize form, tone color and dynamics through listening to many styles of music, including works of famous composers. A firm understanding of musical concepts will allow each child to fully enjoy this

highly expressive art form.

In May, all third-graders demonstrate their musical growth and stage presence during the evening Vocal Concert for grades 1 through 3.

### **District Philosophy - Repertoire Selection for Concerts**

Throughout the K-12 experience in the New Providence Schools, students study the historical and cultural aspects of music, representative of various cultures, to better understand the world around them. For concert performances, teachers select music that will aid in developing musical skills and expand each student's global awareness. This repertoire may be associated with various cultural traditions, celebrations, or holidays. The selections in a single concert comprise a mere snapshot of a student's complete educational journey.

### **LIBRARY AND INFORMATION SKILLS**

Students visit the library media center as a class once a week. In third-grade, the correlation between the classroom curriculum and library skills instruction becomes more apparent as they learn about the wide variety of resources available for research projects and reports. Students receive instruction and hands-on experience in using these resources by completing small research activities. They are able to identify and utilize access tools such as the online catalog, indexes, tables of contents, and glossaries. Keyword searching is introduced as a means to refine information searches.

### **PHYSICAL EDUCATION**

Physical Education is that part of the educational process which contributes to the mental, physical, social, and emotional growth of each child through the medium of physical activity. A regular program of physical education is provided in all grades. It is the intent of the physical education program to plan movement experiences that will strive to:

1. Develop motor skills necessary to successfully perform a variety of physical activities.
2. Develop a level of physical fitness that will enable active physical participation and enhance the learning of motor skills.
3. Develop knowledge, understanding, and the benefits from involvement in physical activity and its contributions to a healthful lifestyle.
4. Develop an awareness of social skills and socially acceptable behavior.
5. Motivate students to achieve their physical potential through a comprehensive physical education program.
6. Promote interest and proficiency in activities that will enable students to participate successfully, now, as well as in the future.

\*All students must wear sneakers.

### **HEALTH**

Health education provides knowledge, promotes positive attitudes, and teaches skills to enable students to live healthy lives. This instruction takes place in a planned, sequential, age-appropriate manner and is divided into four units: wellness, integrated skills, drugs and medicine, and human relationships.

A. Wellness

- ✓ Nutrition: food groups, foods that contain salts, sugars, healthy snacks, foods from other countries
- ✓ Exercise/Fitness: types of exercises that strengthens the heart, rest and sleep
- ✓ Safety/First Aid: road safety, fire safety/prevention, safety away from home, emergency calls
- ✓ Diseases/Disorders: germs, healthy behaviors that prevent illness
- ✓ Consumer/Personal Health: behaviors that promote good health, health helpers and check-ups, ways to care for your teeth

B. Integrated Skills

- ✓ Interpersonal Communication
- ✓ Decision Making and Goal Setting
- ✓ Character Development
- ✓ Advocacy
- ✓ Service
- ✓ Health Services and Information

C. Drugs and Medicine

- ✓ Medicines
- ✓ Alcohol, Tobacco, and Other Drugs
- ✓ Dependency/Addiction
- ✓ Treatment

D. Human Relationships

- ✓ Family: types, roles, safety rules
- ✓ Relationships: family values and impact on physical/emotional health

The Physical Education and Health curriculum is aligned with the New Jersey Student Learning Standards for Comprehensive Health and Physical Education.

**GIFTED AND TALENTED**

Enrichment education is an integral part of the New Providence School District's curricular program, including services for students identified as "gifted and talented" and for all students as an extension of the New Jersey Student Learning Standards, grades K-6. Enrichment education is an opportunity for students to expand their intellectual and creative capacities at an appropriate level commensurate with students' educational and social development and their specific abilities, talents and interests. The New Providence School District's K-6 Gifted and Talented Program is committed to identifying students who exhibit characteristics of general intellectual ability and to meet their special learning needs. Our responsibility to provide an excellent education for these children requires developing their special abilities and talents as well as addressing their social and emotional needs. In addition, the program is committed to stimulating educational opportunities which encourage each child to strive for excellence and fulfill her/his potential. The New Providence School District Gifted and Talented Services are centered on a three-tiered approach to afford flexibility to meet the varying needs, abilities and interests of students. Further information can be found on the New Providence School District website.

## **HOMEWORK**

Homework is a planned part of the curriculum, which is intended to reinforce the school learning experience. The number, frequency, and degree of difficulty of assignments are based on ability and utilize no more of the student's time than necessary.

## **ELEMENTARY SCHOOLS ~ K-6**

<b>ALLEN W. ROBERTS SCHOOL</b>	
<b>80 Jones Drive</b>	<b>(908) 464-4707</b>
Robyn Greenwald	Principal
Susan McGeechan	Assistant Principal

<b>SALT BROOK SCHOOL</b>	
<b>40 Maple Street</b>	<b>(908) 464-7100</b>
Jean M. Drexinger	Principal
Jonathan Firetto	Assistant Principal

<b>ADMINISTRATIVE OFFICES</b>	
<b>356 Elkwood Avenue</b>	<b>(908) 464-9050</b>
David M. Miceli, Ed.D	Superintendent
Lauren Zirpoli	Assistant Superintendent
James E. Testa	Business Administrator/Board Secretary
Jay Richter	Director of Curriculum, Instruction, and Supervision