

# **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**

**SCIENCE**

**SOCIAL STUDIES**

**TECHNOLOGY**

**VISUAL ARTS**

**WORLD LANGUAGES**

**2016 - 2017**

**NORTHERN VALLEY SCHOOLS CONSORTIUM  
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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:
  - a. The heart is the major organ in the circulatory system.
  - b. The brain is the major organ in the nervous system.
  - c. The lungs are the major organs in the respiratory system.
  - d. 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**

### **Literature**

#### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

#### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

#### **Integration of Knowledge and Ideas**

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### **Range of Reading and Level of Text Complexity**

10. Read and comprehend complex literary and informational texts independently and proficiently.

## **Reading, Foundational Skills**

### **Print Concepts**

1. Demonstrate understanding of the organization and basic features of print by examining examples of narrative and expository texts.
  - Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation)
  - Recognize the distinguishing features of literature (e.g. paragraphs, indentations, chapters, genres, etc.)
  - Recognize the distinguishing features of informational text (e.g. headings, captions, diagrams, etc.)
2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
  - Demonstrate a sophisticated sense of sound-symbol relationships, including all phonemes (e.g., blends, digraphs, diphthongs).

### **Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words.
  - Identify and know the meaning of the most common prefixes and derivational suffixes.
  - Decode words with common Latin suffixes: -ation, -ment, -ity, -able, -ify.
  - Decode multi-syllable words.
  - Read grade-appropriate irregularly spelled words.
  - Identify the two words from which the compound word was formed.
  - Identify the two words from which each contraction was formed
  - Identify appropriate grade level sight word vocabulary.
  - Point to and clearly identify specific words or wording that cause comprehension difficulties.
  - Endings: recognize the meaning of word endings: -s, -en, -er, -est, 's, -s', -es, -ing, -ed

### **Fluency**

4. Read with sufficient accuracy and fluency to support comprehension.
  - Read on-level text with purpose and understanding.
  - Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **Reading and Informational Texts**

### **Key Ideas and Details**

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### **Craft and Structure**

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

## **Writing**

### **Text Types and Purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### **Production and Distribution of Writing**

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### **Range of Writing**

10. Write routinely over extended time frames (time for research, reflection, and revision)

## **Speaking and Listening**

### **Comprehension and Collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

#### **Presentation of Knowledge and Ideas**

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

#### **Language**

##### **Conventions of Standard English**

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

##### **Knowledge of Language**

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

##### **Vocabulary Acquisition and Use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.



## **MATHEMATICS**

### **Operations and Algebraic Thinking**

#### **Represent and solve problems involving multiplication and division.**

1. Interpret products of whole numbers, e.g., interpret  $5 \times 7$  as the total number of objects in 5 groups of 7 objects each.
2. Interpret whole-number quotients of whole numbers, e.g., interpret  $56 \div 8$  as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each.
3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.



4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers.

**Understand properties of multiplication and the relationship between multiplication and division.**

5. Apply properties of operations as strategies to multiply and divide.
6. Understand division as an unknown-factor problem.
7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**

8. Solve two-step word problems using the four operations
9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations

**Number and Operations in Base Ten**

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

1. Use place value understanding to round whole numbers to the nearest 10 or 100.
2. 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.
3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations.

**Develop understanding of fractions as numbers.**

1. 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  $1/b$ .
2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.
  - a. 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. Recognize that each part has size  $1/b$  and that the endpoint of the part based at 0 locates the number  $1/b$  on the number line.
  - b. Represent a fraction  $a/b$  on a number line diagram by marking off  $a$  lengths  $1/b$  from 0. Recognize that the resulting interval has size  $a/b$  and that its endpoint locates the number  $a/b$  on the number line.
3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
  - a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
  - b. Recognize and generate simple equivalent fractions, e.g.,  $1/2 = 2/4$ ,  $4/6 = 2/3$ . Explain why the fractions are equivalent, e.g., by using a visual fraction model.
  - c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.
  - d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols  $>$ ,  $=$ , or  $<$ , and justify the conclusions, e.g., by using a visual fraction model.

**Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**

1. 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.

2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).<sup>6</sup> 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.

**Represent and interpret data.**

3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
4. 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.

**Geometric measurement: understand concepts of area and relate area to multiplication and to addition.**

5. Recognize area as an attribute of plane figures and understand concepts of area measurement.
  - a. 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.
  - b. A plane figure which can be covered without gaps or overlaps by  $n$  unit squares is said to have an area of  $n$  square units.
6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).
7. Relate area to the operations of multiplication and addition.
  - a. 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.
  - b. 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.
  - c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths  $a$  and  $b + c$  is the sum of  $a \times b$  and  $a \times c$ . Use area models to represent the distributive property in mathematical reasoning.
  - d. Recognize area as 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.

**Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.**

8. 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.

**Reason with shapes and their attributes.**

1. 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, and draw examples of quadrilaterals that do not belong to any of these subcategories.
2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole.



# MUSIC

## **Performance**

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

## **Reading and Notation**

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

## **Listening and Responding**

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

## **Critiquing**

- a. Identify criteria for evaluating performances.
- b. Use evaluative tools for self-assessment.
- c. Use appropriate music terminology to express fact and opinion regarding a work of music.
- d. Define technical proficiency and analyze how artists apply the elements.
- e. Performance
- f. 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**

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

## **Connections**

- a. Make connections between music and real life experiences.



# **PHYSICAL EDUCATION**

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

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

## **II. Team Sports**

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

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

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

## **IV. Fitness and Physical Activity**

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

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

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

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

- A. 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**

### **A. LIVING THINGS DEPEND ON ONE ANOTHER**

1. Identify the roles that organisms may serve in a food chain.
2. Differentiate between the needs of plants and those of animals.
3. Observe that in some plants roots, stems, and leaves are needed for the plants to survive.
4. Recognize that animals are composed of different, specialized, inter-related parts that help them survive for example: digestive, circulatory, respiratory, nervous, skeletal, muscular, and reproductive systems.
5. Classify organisms into groups. (ex.: mammals, reptiles, amphibians, omnivore, herbivore, carnivore)
6. Recognize that individuals vary within every species, including humans.
7. Identify different stages in the lives of various organisms. Recognize that living things have a life cycle.
8. Raise questions about the world and demonstrate how to find answers through making careful observations and measurements, using a variety of instruments while performing well planned experiments.
9. Recognize that conducting science experiments requires an awareness of potential hazards and the need for safe practices.

### **B. FORCES AND MACHINES**

1. Recognize the six basic simple machines. (Wedge, lever, pulley, incline plane, wheel and axle, screw)
2. Recognize that simple machines make work easier (or change the way work is completed).
3. Classify kinds of motion used in doing work, such as pushing, pulling, and lifting.
4. Observe that simple machines allow us to change the direction or strength of a force – the greater the force, the greater the change in motion.
5. Describe a product or device, such as a screw or lever, in terms of the problem it solves and the needs it meets.
6. Choose materials most suitable to make simple mechanical constructions.

7. Develop strategies and skills for information gathering and problem solving using appropriate tools and technologies to make measurements while performing well-planned experiments.

### **C. EARTH SCIENCE – WEATHER, WATER, AND AIR**

1. Explain that air is a substance that surrounds us, takes up space, and moves around us as wind.
2. Recognize that most of Earth's surface is covered by water and be able to identify the characteristics of those sources of water: oceans, rivers, lakes, underground sources, and glaciers.
3. Observe weather changes and patterns by measurable quantities such as temperature, wind directions, speed, and amounts of precipitation.
4. Observe that when liquid water disappears, it turns into a gas (vapor) in the air and can reappear as a liquid when cooled, or as a solid if cooled below its freezing point.
5. Observe that rain, snow, and other forms of precipitation come from clouds, but that not all clouds produce precipitation.
6. Recognize that clouds and fog are made up of tiny droplets of water.
7. Use maps to locate and identify physical characteristics (properties) on the Earth.
8. Recognize that when a science investigation is replicated, very similar results are expected.

### **D. THE SOLAR SYSTEM**

1. Name the order of the planets from the sun.
2. Explain the difference between rotation and revolution.
3. Observe patterns that result from the Earth's position relative to the Sun and rotation of the Earth on its axis.
4. Recognize the moon as a satellite of the Earth.
5. Demonstrate and describe the phases of the moon, for example – moon log.
6. Recognize that images of the moon and planets can be magnified and seen in greater detail when observed using binoculars and light telescopes.
7. Observe and record short-term and long-term changes in the night sky.
8. Observe that stars are not all the same in brightness, size, and color.
9. Keep records that describe observations, carefully distinguish actual observations from ideas and speculations, that are understandable weeks and months later. For example: keep a moon log.
10. Use evidence to support an explanation.



## **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.
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- 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.



## **TECHNOLOGY**

### **K - 4 Objectives**

#### **I. Technology Operations and Concepts**

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

#### **II. Digital Citizenship**

1. Model legal and ethical behaviors when using both print and non-print information by citing resources.



2. 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.
3. Analyze the need for and use of copyrights.
4. Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.

### **III. Research and Information Literacy**

1. Use the Internet to explore and investigate information with a teacher's support.
2. Use digital tools and online resources to explore a problem or issue affecting children, and discuss possible solutions.
3. 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.
4. 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.

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

1. Navigate the basic functions of a browser, including how to open or close windows and use the "back" key.
2. Use mapping tools to plan and choose alternate routes to and from various locations.
3. 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/nonobjective 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.)