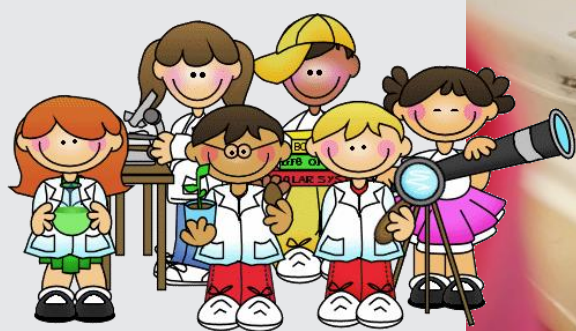


LEARNING JOURNEYS

Guide to Curriculum

3rd Grade



September 2020

Dear Parents and Guardians,

Learning Journeys was created as a means of providing parents with information regarding South Windsor Public Schools' elementary curriculum. Each curriculum guide outlines the curriculum standards and grade-level expectations for students in each grade, K-5, and contains detailed information about curricular units, texts and resources, as well as a timeline for each discipline. While it includes an overview of the course progression, if you have questions at any time regarding units of study or materials used, please contact your child's teacher.

Please note that the reporting practices for Math and Literacy have changed this year in an effort to provide clearer communication to parents regarding student expectations and progress. I encourage you to review these new benchmarks by clicking on the "Progress Report" link within the Math and Literacy sections.

Your role in your child's educational experience is invaluable. We hope you find this guide helpful as we partner together to make this a successful and exciting year for your child.

Best wishes for a wonderful school year!

Tracie D. Peterson

Assistant Superintendent, Curriculum & Instruction

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South Windsor Public Schools



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Michael Kenyon, Principal



Orchard Hill Elementary
Michael Tortora, Principal
Dawn Campbell, Assoc. Principal



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South Windsor Public Schools Vision Statement

The South Windsor Public Schools promotes an engaging and dynamic culture of learning that prepares students to achieve their own individual excellence. Within an emotionally safe environment, educators will foster students' academic, social, and personal growth. Our students will demonstrate critical and creative thinking, self-direction, collaboration, adaptability, compassion, and civic responsibility in an ever-changing global society.

Curriculum, Instruction and Assessment


STANDARDS

Educational standards represent what students should know and be able to do at each grade level. They are expectations. In Connecticut, our academic standards describe what we believe every student should know and be able to do by the time they exit the K-12 education system. Standards remain constant, but curriculum can be altered year to year (or classroom to classroom) to ensure students are meeting the learning goals.




Connecticut Core Standards

English/Language Arts
Mathematics



Next Generation Science Standards (NGSS)



C3 Standards for Social Studies

CURRICULUM

A curriculum is the detailed plan used to teach students the learning goals embodied in standards. Curriculum includes activities, lessons, units, assessments, and instructional decisions made in the classroom.

A rubric is a specific tool that helps teachers design and score assessments that can be used to generate both formative and summative scores and helps students know how their work will be evaluated before the work begins. There are many advantages to using rubrics. Teachers can increase the quality of their direct instruction by providing focus, emphasis, and attention to particular details as a model for students. Students have explicit guidelines regarding teacher expectations. Students can use rubrics as a tool to develop their abilities. Teachers can re-use rubrics for various activities.

ADDITIONAL RESOURCES AVAILABLE ONLINE:
[Click on the link below](#)



ASSESSMENT

What does “assessment” mean?

Assessment is the process of gathering evidence in order to document the learning and growth of each child. Teachers assess student performance every day, integrating assessment and instruction continually. It is this constant overlap between questioning, responding, observing, and evaluating student progress that determines further instructional needs. Assessments include universal screenings, informal and formal measures, and summative assessments.

Why do we need assessments?

Assessments are important tools that help educators set standards, create instructional goals, motivate performance, provide feedback to students, evaluate progress, and communicate progress to others.

How do we use universal assessments?

Universal assessments are used to inform teaching and learning. Diagnostic screenings are administered prior to instruction, and help teachers identify students who might benefit from extra support.

How do we use informal assessments?

Informal assessments are used to assess student performance every day. This allows teachers to continually integrate assessment and instruction. Informal assessment occurs when teachers observe students working; when they hold reading and writing conferences to record student strengths and weaknesses; and when they analyze projects, portfolios, and notebooks.

How do we use summative assessments?

Summative assessments are used to determine achievement levels for meeting learning standards. They also give teachers and parents a better picture of where students are succeeding.

How do we use formal assessments?

Formal assessments are used to provide an academic measure of knowledge, concepts, and skills; and to adjust instructional goals and practices.

When are Formal Assessments administered?

Different assessments are administered to students at different grade levels (see the schedule below). Additional information regarding assessments is available on our website.

| | K | 1 | 2 | 3 | 4 | 5 |
|---------------------------------|---|---|---|---|---|---|
| Fountas & Pinnell | X | X | X | X | X | X |
| Dibels | X | X | X | X | | |
| STAR 360 | | | X | X | X | X |
| Universal Number Sense Screener | X | X | | | | |
| SBAC | | | | X | X | X |
| NGSS | | | | | | X |

3rd Grade

HUMANITIES

The humanities are studies about human culture, such as literature, philosophy, and history. The South Windsor Humanities curriculum reflects social studies content and standards that are fully integrated into literacy units. Students will explore civics, geography, history and economics through reading, writing, speaking, and listening.

The best social studies instruction is a balance of content instruction and reading strategy instruction. There are some lessons in which you want children to learn deeply about historical events and really delve into the material through projects and meaningful activities. In other lessons, you simply use social studies texts to teach students how to comprehend non-fiction. Children learn how to use captions, photos, graphs, charts, glossaries, bold print, and so on to help them understand what they read. The integrated units for Literacy and Social Studies (i.e., “Humanities”) are reflected in the timeline below.

Integrating
**SOCIAL
STUDIES**
into
Literacy
Routines



| Trimester One | Trimester Two | Trimester Three |
|---|---|---|
| Understanding Ourselves Within a Community of Readers: Character Motivations/Actions and Point of View | Traditional Literature (Folktales and Tall Tales) - Central Message | Author’s Study: Craft and Structure |
| Native Americans: Finding Details | South Windsor History: Relationships Among Events | Regions in the United States: Compare and Contrast |

3rd Grade LITERACY



The South Windsor Public Schools literacy program adheres to the beliefs articulated by the National Council of Teachers of English (NCTE) and the International Literacy Association (ILA):

"All students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society. ...Curriculum and instruction must provide ample room for the innovation and creativity essential to teaching and learning."

The primary goal of the literacy program is to produce reflective, critical and creative thinkers through the language experiences of reading, writing, speaking and listening. Teachers meet the needs of learners by creating an interpretive community in which students are engaged in transforming information and experiences into knowledge and understanding.

Thoughtfully selected shared and mentor texts provide students with a wide variety of models for reading and writing. All students work with meaningful, grade-level fiction and nonfiction texts, in addition to practicing and applying literacy skills and concepts to other authentic texts, chosen based on interest, reading level, and/or thematic relevance. Strategic guided and small group reading pairs students with texts at their instructional level and provides a ladder for continuous literacy progress. Students construct and share meaning derived from texts through discourse and written response. Extended written pieces develop through a process, including prewriting, rehearsing, composing, conferring, revising, editing and sharing. Teachers incorporate varied and strategic instructional strategies to support the individual needs of students, continually scaffolding learning to involve reading and producing increasingly complex texts.

The Connecticut Core Standards for English Language Arts outline seven critical "capacities" or "habits of mind" of a "literate individual." Helping students to exhibit these capacities and "increasing fullness and regularity as they advance through the grades" is central to our literacy program.

1. Demonstrate independence
2. Build strong content knowledge
3. Respond to the varying demands of audience, task, purpose, and discipline
4. Comprehend as well as critique
5. Value evidence
6. Use technology and digital media strategically and capably
7. Learn to understand other perspectives and cultures

Reading: Foundational Skills

- Know and apply grade-level phonics and word analysis skills decoding words

Reading: Literature and Informational Text

- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers
- Determine the central message or main idea of a text and explain how it is conveyed through key details in the text
- Describe characters in a story and explain how their actions contribute to the sequence of events
- Describe the relationship between events and concepts in an informational text
- Determine the meaning of unknown and multiple words and phrases, distinguishing literal from non-literal language
- Use text features to locate information relevant to a given topic efficiently in a text
- Distinguish their own point of view from that of the author or narrator of a text, or those of the characters
- Use information gained from illustrations and the words in a text to demonstrate understanding of the text or how text illustrations contribute to the meaning
- Compare and contrast stories by the same author or on the same topic
- Read and comprehend literature and informational texts within the grade 3 text complexity band independently and proficiently

Writing and Language

- Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
- Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing

Speaking and Listening

- Engage effectively in a range of collaborative discussions

ADDITIONAL RESOURCES AVAILABLE ONLINE:

Click on the links below, and select "Reading/Literacy"



3rd Grade

SOCIAL STUDIES



The Social Studies curriculum will prepare all students to live in the global community of the 21st century. This standards-based and developmental curriculum will challenge all students to develop literacy skills, intellectual curiosity, decision-making abilities, and critical and creative higher-order thinking skills. Therefore, all students will be motivated to become active, responsible, and open-minded citizens. The curriculum is designed to allow for a wide variety of learning experiences appropriate to students at each grade level. All students are provided opportunities to demonstrate knowledge and skills in the areas of history, geography, civics, economics, and behavioral sciences.

The major goals of the Social Studies curriculum are as follows:

- Engage students through the inquiry process which includes developing questions and planning inquiry, applying interdisciplinary concepts and tools, evaluating sources and using evidence, and communicating conclusions and taking informed action.
- Cultivate essential skills such as gathering and interpreting information from primary and secondary sources as well as electronic media, and to have students demonstrate an understanding of history and social studies issues in written work.
- Develop and demonstrate an understanding of cultural contributions from various past and present civilizations.
- Foster each student's understanding of significant events and themes in United States history, world history, and international studies.
- Understand the role of Connecticut in major events in United States history.

Social Studies standards are in alignment with the 2015 Connecticut Elementary and Secondary Social Studies frameworks. These frameworks are based on national C3 standards (College, Career, and Civic Life) and require that four major disciplines in social studies be taught:

1. Civics
2. Economics
3. Geography
4. History

The frameworks connect directly with the Connecticut Core standards (CCS) for English/language arts and literacy in history and social studies. All units share skill standards, but not all standards are embedded in every unit.

Maps and Globes

- Construct maps and other graphic representations of both familiar and unfamiliar places
- Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics
- Use maps of different scales to describe the locations of cultural and environmental characteristics
- Explain how culture influences the way people modify and adapt to their environments
- Explain how the cultural and environmental characteristics of places change over time and influence population distribution and use of natural resources in specific places/regions

Native Americans

- Create and use a chronological sequence of related events to compare developments that happened at the same time
- Compare life in specific historical time periods to life today
- Explain how culture influences the way people modify and adapt to their environments
- Explain probable causes and effects of events and developments
- Explain how human settlements and movements relate to the locations and use of various natural resources

South Windsor History

- Compare life in specific historical time periods to life today
- Explain why individuals/businesses specialize and trade
- Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, ideas
- Explain probable causes and effects of events and developments
- Compare and summarize different kinds of historical sources and how they explain events in the past
- Construct explanations using reasoning, correct sequence, examples, and details with relevant information/data
- Explain connections among historical contexts and people's perspectives at that time

Regions of the United States

- Explain how the cultural and environmental characteristics of places change over time
- Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas
- Explain how human settlements and movements relate to the location and use of various natural resources
- Explain probable causes and effects of events and developments
- Identify examples of the variety of resources that are used

3rd Grade

MATH



Knowledge of mathematics is essential to be a productive member of a technological society. It is the mission of South Windsor Public Schools to provide a mathematics curriculum that will encourage students to shape information into knowledge and experience into understanding. Our philosophy is that students learn mathematics best by doing mathematics. It is the role of the teacher to guide students in constructing their own mathematical understanding. Teachers will implement curriculum and plan activities that will guide and support students as they investigate, analyze and achieve. As a result of this guidance, students will develop an appreciation of the value of mathematics, gain confidence in their ability to use mathematics, and become mathematical problem solvers. Students will also develop their ability to communicate and reason mathematically. All students are expected to master mathematics according to their greatest potential.

The major goals of the South Windsor Public Schools mathematics curriculum are to:

- Ensure high expectations and access to meaningful mathematics learning for every student.
- Ensure implementation of the Standards for Mathematical Practice to develop the processes and proficiencies in mathematics.
- Implement a curriculum that is aligned to national and state standards while incorporating 21st century skills and technologies, resulting in relevant and meaningful instruction and high student achievement.
- Utilize data-driven decision making based on universal screens, benchmarks and formative assessments to inform instruction and improve student learning.
- To ensure instructional equity among all students.

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division
- Understand properties of multiplication 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 in 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

The Mathematics curriculum encourages the use of the following Mathematical Practices:

- Make sense of problems and persevere in solving them
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning

ADDITIONAL RESOURCES AVAILABLE ONLINE:

Click on the link below



3rd Grade

SCIENCE

The overarching goal of the Science department is for all students to have sufficient knowledge of science and engineering by the time they graduate high school that they can engage in public discussions on science-related issues, be careful consumers of scientific and technical information, and enter the careers of their choice. The major goals of the Science curriculum are as follows:

- To implement a guaranteed and viable district science curriculum that is aligned with learning expectations set forth in the Connecticut Core Science Curriculum Framework and the Next Generation Science Standards that helps children continually build on and revise their knowledge and abilities, starting from their curiosity about what they see around them and their initial conceptions about how the world works.
- To achieve scientific literacy preparing students to be confident and capable lifelong learners who are equipped with the skills needed to access, understand, evaluate and apply information and present coherent ideas about science, integrating common core science literacy skills into the curriculum.
- To develop a thorough understanding of scientific explanations of the world through experimentation of the disciplinary core ideas and applying these understandings to solve environmental and societal challenges.
- To foster each student's understanding and use of technology and engineering, including the ability to assess the relevance and credibility of scientific information found in various print and electronic media.

Connecticut recently adopted the Next Generation Science Standards (NGSS). The NGSS call for a three-dimensional approach to science instruction, which represents a significant transition from the previous Connecticut Science Frameworks. Effective implementation of these new standards demands a great deal of collaboration and patience as educators work through this transition. South Windsor expects to fully transition grades K-12 to the NGSS over the next two to four years.



Weather and Climate

- Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season
- Obtain and combine information to describe climates in different regions of the world
- Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard

Adaptations and Survival Needs

- Construct an argument that some animals form groups that help members survive
- 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
- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all
- Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change

Traits and Life Cycles

- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction and death
- Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms
- Use evidence to support the explanation that traits can be influenced by the environment
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago

Electricity, Magnetism and Motion

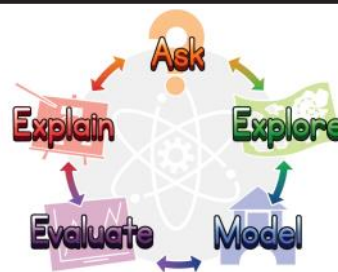
- Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object
- Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion
- Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other
- Define a simple design problem that can be solved by applying scientific ideas about magnets

3rd Grade

S.T.E.M.

The South Windsor Public Schools elementary STEM program uses the Project Lead the Way (PLTW) Launch program. The PLTW Launch curriculum is designed especially for the elementary learner. It is aligned with the Common Core for math and English language arts (ELA), and corresponds with the new Next Generation Science Standards (NGSS). In addition to teaching the engineering design process and introducing the idea of STEM to students early in their education, this program reinforces skills learned in Math, ELA and Science. It also serves to further develop cooperative group work and problem solving skills that are transferred to all other content areas. The PLTW model uses a problem-based approach to learning. Students are engaged in real life problems that they solve through designing and testing different solutions. The students apply new knowledge learned to different situations throughout the course of the year. Goals of STEM are:

- To foster cooperative group work and problem solving skills that can be transferred to all other content areas to enrich students learning experience.
- To achieve scientific literacy by preparing students to apply new knowledge learned to different situations and different content areas.
- To develop scientific and engineering design skills in our students so that they can approach problems in multiple ways as well as revise, reflect and communicate their results to better society.
- To provide young students an opportunity to learn about areas that they may be unaware of and ignite an excitement for science and technology, so that students will develop an increased passion for these areas later in their education.



- Ask:** What is the problem?
- Explore:** What are some ways to solve this problem?
- Model:** Create a solution for the problem.
- Evaluate:** Test to see if the solution solves the problem.
- Explain:** Talk about how and why your solution works.

UNITS

Stability and Motion: Forces and Interactions

ADDITIONAL S.T.E.M. RESOURCES AVAILABLE ONLINE:

[Click on the link below](#)



3rd Grade

World Language

The elementary World Language Program is offered to students in grades one through five at all four elementary schools. Learning a language at an early age helps students become effective communicators, and allows students to understand culture at a deeper level. Students are introduced to Spanish through art, songs, games and engaging learning activities that connect to grade level curricular themes.

ADDITIONAL WORLD LANGUAGE RESOURCES AVAILABLE ONLINE:



- Unit 1: ¿Qué hiciste en las vacaciones?
What did you do last summer?
- Unit 2: ¿Quiénes son los aztecas, los incas, los mayas, los pequot y los taínos?
Who are the Aztecs, Incas, Mayans, Petuots and Tainos?
- Unit 3: Animales y leyendas
Animals and Legends
- Unit 4: ¡Muévete!
Let's move!





South Windsor's music curriculum embodies a balanced approach to music education that places equal importance on creating, performing, responding and connecting to music. Through development of musical independence, students will have the tools necessary to communicate their ideas when performing or creating music. These tools and skills will enable South Windsor students to comprehend the relevance of having music in their daily lives by understanding why music has played a vital role in the evolution of all mankind.

3rd Grade

Music

Art education is designed to expand students' means of expression and communication, stimulate the imagination, and provide insight into the contributions of others. Emphasis at the elementary level is fundamentally placed upon exploration and exposure to materials and methods while building skills and techniques over time. It allows students to build their conceptual skills, techniques and understandings as they also develop their own unique creative form of self expression.

The Visual Arts curriculum is both experiential and developmental in nature. We strive to stimulate other areas of learning in all students while providing opportunities to identify and cultivate artistic skill sets and capabilities. The South Windsor art program will provide each student with:

- Instruction in the basic elements and principles of art
- Inspiration for his/her creative and aesthetic needs
- Instruction in skills and techniques using a variety of media with experiences in all dimensional modes
- Methods for increasing perceptual and motor skill abilities utilizing a variety of approaches
- An understanding of the role of the artist - both present and past
- The means to interrelate art experiences with other academic areas of study
- An opportunity for interaction with other students' abilities and ideas
- Opportunities for public exhibition and competitions at the local, state and national level

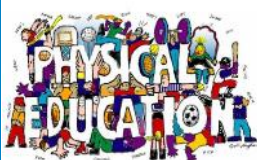


The K-2 program focuses on introducing students to multiple media and techniques through repeating concepts and skills/techniques in different media explorations. Some Elements and Principles of Art are introduced and explored. The 3-5 program focuses on introducing students to more advanced media, skills and techniques while also further developing concepts, skills and techniques from the K-2 program. Elements and Principles of Art are referred to at times under the umbrella of compositional awareness.

All students will be introduced to arts and styles and learn how to respond to art using **Visual Thinking Strategies (VTS)**.

3rd Grade

Visual Arts



The Physical Education curriculum provides psychomotor, cognitive and affective content and learning experiences that promote optimum personal development. Quality curriculum and instruction provided in a safe, supportive environment offers meaningful, challenging learning for all students, and results in lifetime learning outcomes of skills, literacy and the ability to understand concepts and develop plans for lifetime physical activity and wellness. Curriculum is designed to motivate children and youth to maintain and improve their health, and to develop and demonstrate health-related knowledge, attitudes, skills and practices.

The Physical Education curriculum follows the Connecticut Healthy and Balanced Living Curriculum Framework. The Framework provides a blueprint for how students can live an active and healthy life. Instruction is guided by the following core concepts: Motor Skill Performance; Applying Concepts and Strategies; Engaging in Physical Activity; Physical Fitness; and Responsible Behavior (working to the best of your ability, showing self-control, following direction and demonstrating good sportsmanship).

3rd Grade

Physical Education

| Trimester One | Trimester Two | Trimester Three |
|---|---|-----------------|
| Locomotor (Run, Walk, Jump, Hop, Skip) | Manipulative (Volleying, Kicking, Throwing) | Manipulative |
| Non-Locomotor (Balance, Weight Transfer) | Non-Manipulative (Force, Levels, Speed, Direction) | Locomotor |
| | | Non-Locomotor |

The elementary health curriculum is designed to provide a safe, healthy and caring environment that maximizes the social, emotional, physical and intellectual growth of young adolescents. The curriculum is designed to motivate children and youth to maintain and improve their health, prevent disease, reduce health-related risk behaviors and develop and demonstrate health-related knowledge, attitudes, skills and practices. The curriculum meets national and state health education standards addressing the following:

Standard 1: Core Concepts

Standard 2: Accessing Health Information

Standard 3: Self-Management of Healthy Behaviors

Standard 4: Analyzing Internal and External Influences

Standard 5: Communication Skills

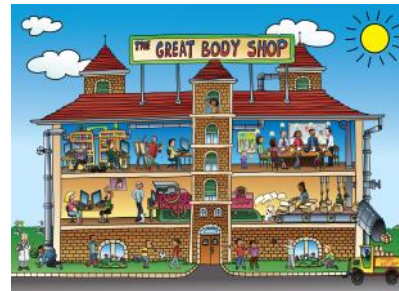
Standard 6: Decision-Making Skills

Standard 7: Goal-Setting Skills

Standard 8: Advocacy

This year, in order to promote social, emotional and physical wellness, South Windsor Public Schools is piloting “The Great Body Shop,” a comprehensive curriculum that covers all aspects of physical, mental, social emotional health and safety. This K-5 program promotes wellness through the integration of ten health content strands, with social and emotional learning, as well as substance abuse and violence prevention skills and messages integrated into every unit. The mission statement of The Great Body Shop is, “to equip children and their families with the knowledge and skills needed to make healthy choices throughout their lives.” Topics covered throughout the school year include:

- Injury Prevention and Safety;
- Nutrition;
- Functions of the Body;
- Growth and Development/the cycle of family life;
- Disease and Illness Prevention (including HIV);
- Substance Abuse Prevention;
- Community Health and Safety (with Violence Prevention);
- Self-worth, Mental and Emotional Health;
- Environmental and Consumer Health; and
- Physical Fitness





Dream • Achieve • Inspire

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