



What students will learn by the end of

THIRD GRADE

Mission Statement

The mission of the Roosevelt Public School district is to educate and inspire all students to excel academically*, to become independent and creative thinkers, skillful communicators and lifelong learners. Roosevelt Public School nurtures and challenges the unique potential of each student so that our children will develop individual, social and civic responsibility as well as respect for themselves, each other, and the environment.

*to achieve or exceed N.J. CCCS at all grade levels

(For the complete version of the New Jersey Core Curriculum Content Standards, please access: www.state.nj.us/education.)

Shari Payson, Interim CSA/Principal

www.rps1.org

Dear Families,

This is a snapshot of all areas of the Grade 3 Curriculum. This version represents the curriculum for your child's grade in school. Using basic skills and experiences as building blocks, Roosevelt's Curriculum is focused upon what children will learn at each grade level and includes a balanced program of all academic areas. Our curriculum is based upon the national and state standards as well as the essential skills and understandings necessary for success on the N.J. ASK Test. Also included is an integration of the arts, physical education and world language.

This curriculum comes alive in the hands of our dedicated, talented teachers. We are committed to ensuring that our students reach their highest potential through a differentiated curriculum. We are dedicated to accommodating children's diverse needs, the way they learn, their experiences and interests, and to facilitating continuous educational growth.

We know that learning is optimized in a partnership with families, teachers, and schools. Working together, we can use your experiences as a family and our work in the classroom to create a respectful climate of academic success and joy for lifelong learning.

Sincerely,

Shari Payson
Interim CSA/Principal

LANGUAGE ARTS LITERACY

Reading

The learner will:

- Draw inferences – combine background knowledge with information from the text to predict, conclude, make judgments, and interpret.
- Read and identify genres of literature and text written by various authors.
- Use appropriate pre-reading strategies to build background, use prior knowledge, preview and predict, and set purpose for reading.
- Use context and picture clues to gain meaning of a word and meaning of text.
- Self monitor comprehension and accuracy when reading.
- Compare and contrast.
- Articulate author's purpose as well as author's use of humor, sarcasm, and imagery.
- Distinguish and identify: cause/effect, fact/opinion, and main idea/supporting details in interpreting text.
- Summarize, draw conclusions and make inferences from fiction and nonfiction text.
- Identify story elements: character, plot, setting, problem, climax and theme.
- Self select books at an appropriate level for independent reading.
- Generate higher order thinking questions before, during and after reading.
- Create mental images to deepen and stretch comprehension.

Writing

The learner will:

- Use process writing (prewriting, drafting, revising, editing and reflections).
- Write at least a three-paragraph essay, which includes appropriate conventions in sentence structure, grammar, punctuation,

capitalization, spelling and handwriting.

- Revise and edit for content and organization.
- Write for different purposes including descriptive, narrative and informative styles of expression.
- Practice writing to a prompt within a specified time.
- Develop a collection of writings.
- Score using a rubric.
- Use technology.

Speaking

The learner will:

- Use appropriate details while keeping to the topic.
- Speak clearly using proper diction, pace and intonation and adjust volume and tone to setting and audience.

Listening

The learner will:

- Listen to recall information, develop vocabulary, and identify the main idea.
- Demonstrate literal, inferential and critical understanding.
- Listen for enjoyment.
- Respond to questions.
- Listen attentively to conversations to evaluate and interpret oral messages.

Viewing

The learner will:

- Compare and contrast two versions of the same story.
- Respond to illustrations from text.
- Illustrate a student-developed story.
- Interpret information found in graphs and map keys.
- Explore media, such as print, photography and video as a means of communication.

Handwriting

The learner will:

- Practice cursive writing.

Mathematics

Number and Numeration

The learner will:

- Read, write and compare numbers up to 10,000.
- Use fractions, decimals, and integers.
- Multiply and divide one digit numbers.
- Read write and sequence whole numbers through hundred thousands and decimals through hundredths.
- Read, write and model fractions. Solve problems using fractions.
- Identify equivalent fractions.
- Describe and find multiples of a number.
- Add/subtract 3 digit numbers.
- Use estimation to recognize if an answer is correct.

Operations and Computation

The learner will:

- Articulate addition and subtraction facts.
- Solve multi-digit number stories.
- Compute basic multiplication facts.

Data and Chance

The learner will:

- Collect data from the classroom environment.
- Use a chart to organize data and draw conclusions from the chart.
- Predict probability in a variety of situations.

Geometry

The learner will:

- Identify symmetric figures and draw lines of symmetry.

- Identify right angles.
- Describe components of 2D and 3D figures.
- Find area and perimeter of figures.
- Identify congruence and lines of symmetry.

Measurement and Reference Frames

The learner will:

- Measure length to the nearest $\frac{1}{4}$ inch.
- Tell time to the nearest minute.

Patterns, Functions and Algebra

The learner will:

- Know multiplication facts having 2, 5, or 10 as a factor.
- Use input/output tables to explore a function.

SCIENCE

Scientific Processes

The learner will:

- Ask scientifically oriented questions, collect evidence, form explanations, connect explanations to scientific knowledge and theory, and communicate and justify explanations.
- Keep records that describe observations, carefully distinguish actual observations from ideas and speculations, and are understandable weeks and months later.
- Develop strategies and skills for information gathering and problem-solving, using appropriate tools and technologies.

Science and Society

The learner will:

- Understand the development of scientific ideas that are essential for building scientific knowledge.
- Learn that people from many cultures have contributed to our understanding of science.
- Describe how people in different cultures have made and continue to

make contributions to science and technology.

- Analyze and talk about scientists and inventors in historical context.

Mathematical Applications

The learner will:

- Learn that mathematics is a tool used to model objects, events, and relationships in the natural and designed world.
- Determine the reasonableness of estimates, measurements, and computations of quantities when doing science.
- Select appropriate measuring instruments based on the degree of precision required.
- Use table and graphs to represent and interpret data.

Nature and Process of Technology

The learner will:

- Distinguish between things that occur in nature and those that have been designed to solve human problems.
- Demonstrate how measuring instruments are used to gather information in order to design things that work properly.
- Describe a product or device in terms of the problem it solves or the need it meets.
- Choose materials most suitable to make simple mechanical constructions.
- Use the design process to identify a problem, look for ideas, and develop and share solutions with others.

Plant and Frog Life Cycles

The learner will:

- Understand that organisms define the natural world.
- Transfer matter and convert energy from one form to another.
- Learn that organisms are grouped in nature based upon similarities.
- Recognize that organisms reproduce, develop, have predictable life cycles, and pass on heritable traits to their offspring.

Chemistry

The learner will:

- Explain how water can be a liquid or a solid and can change from one form to the other and how the mass remains the same.
- Describe that not all materials respond in the same way when exposed to similar conditions.
- Explain when two or more materials are combined how the new materials may have properties that are different from the original material.

Energy

The learner will:

- Recognize that the flow of energy drives processes of change in all biological, chemical, physical and geological systems.
- Learn that the same basic rules govern the motion of all bodies, from planets and stars to birds and billiard balls.
- Recognize that these forms can be grouped into types of energy that are associated with the motion of mass (kinetic energy), and types of energy associated with the position of mass and with energy fields (potential energy).

Fossils

The learner will:

- Describe how earth systems can be broken down into individual components, which have observable measurable properties.
- Describe how earth's components form systems and these systems continually interact at different rates of time, affecting the Earth regionally and globally.

Sun, Earth, Moon System

The learner will:

- Observe and predict patterns of movement in the Sun, Earth, Moon system that occur because of gravitational interaction and energy

from the Sun.

- Learn that the universe is made of galaxies, each of which is composed of solar systems, having the same elements and governed by the same laws.

Environmental Studies

The learner will:

- Describe how the flow of energy and the cycling of materials link organisms to one another in an ecosystem.
- Explain that humans are an integral part of the natural system and human activities can alter the stability of the ecosystems.

SOCIAL STUDIES

Lenape Indians

The learner will:

- Describe how archaeologists learn about a culture by studying artifacts, talking with descendants, and reading writings by the European settlers.
- Identify how they used their environment for survival.
- Describe how the family structure, political organization, religion and arts met their social and emotional needs.
- Communicate to others their understanding and appreciation of Lenape culture.
- Explain how European contact changed the lives of the Lenapes forever.
- Create a large model of a Lenape village, write a class book about Lenape life, and build pottery in Lenape-style.

Roosevelt History

The learner will:

- Explain how to conduct an investigation of a town's history through

interviews, reading printed materials, and studying artwork and historic photographs.

- Appreciate the history of Roosevelt and explain the setting of the Depression.
- Describe the reasons for immigration to America.
- Explain the role of Franklin Delano Roosevelt's administration in helping to start the town.
- Identify key figures in the formation of Roosevelt.
- Describe the cooperative nature of the early community: factory, farm, and cooperative food store.
- Explain the role of the arts in Roosevelt's history.
- Identify similarities and differences between a child's life in Jersey Homesteads and a child's life in Roosevelt today.
- Communicate information to others about Roosevelt history in a book and/or another creative structure.

Maps

The learner will:

- Identify that maps are models of real things.
- Explain that maps are representations of real places and that symbols on the map represent real things.
- Read a compass rose, key and scale.