

South Windsor Public Schools

Eli Terry Elementary School
Orchard Hill Elementary School
Philip R. Smith Elementary School
Pleasant Valley Elementary School

Curriculum Guide 3rd Grade



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LITERACY

Unit Name	Skills/Student Outcomes
Reading Literature and Informational Text	<ul style="list-style-type: none"> • Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers RL.1 • Recount stories including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral, and explain how it is conveyed through key details in the text RL.2 • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events RL.3 • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language RL.4 • Distinguish their own point of view from that of the narrator or those of the characters RL.6 • Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series) RL.9 • Compare and contrast the most important points and key details presented in two texts on the same topic RI.9 • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently RI.5 • Use information gained from illustrations and the words in a text to demonstrate understanding of the text RI.7 • Describe the logical connection between particular sentences and paragraphs in a text RI.8 • Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect RI.3 • By the end of the year, read and comprehend literature and informational text at the high end of the grades 2–3 text complexity band independently and proficiently RL/ RI.10
Writing	<ul style="list-style-type: none"> • Write opinion pieces on topics or texts, supporting a point of view with reasons W.1 • Write informative/explanatory texts to examine a topic and convey ideas and information clearly W.2 • Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences W.3 • Conduct short research projects that build knowledge about a topic. W.7 • With guidance and support from adults: <ul style="list-style-type: none"> • develop and strengthen writing as needed by planning, revising, and editing W.5 • use technology to produce and publish writing as well as to interact and collaborate with others W.6 • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences W.10
Speaking and Listening	<ul style="list-style-type: none"> • Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion SL.1.a • Explain their own ideas and understanding in light of the discussion SL.1.d • Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace SL.4
Language and Foundational Skills in Reading	<ul style="list-style-type: none"> • Identify and know the meaning of the most common prefixes and derivational suffixes RF.3.a • Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings RF.4.b • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences L.1.a • Ensure subject-verb and pronoun-antecedent agreement L.1.f • Use spelling patterns and generalizations in writing words L.2.f • Use commas and quotation marks in dialogue L.2.c • Produce simple, compound, and complex sentences L.1.i • Choose words and phrases for effect L.3.a • Distinguish shades of meaning among related words that describe states of mind or degrees of certainty L.5.c • Identify real-life connections between words and their use L.5.b

MATHEMATICS

Domain Name	Skills/Student Outcomes
Operations and Algebraic Thinking	<p><i>Represent and solve problems involving multiplication and division</i></p> <ul style="list-style-type: none"> Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each 3.OA.A.1 Interpret whole-number quotients of whole numbers 3.OA.A.2 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities 3.OA.A.3 Determine the unknown whole number in a multiplication or division equation relating three whole numbers 3.OA.A.4 <p><i>Understand properties of multiplication and the relationship between multiplication and division</i></p> <ul style="list-style-type: none"> Apply properties of operations as strategies to multiply and divide 3.OA.B.5 Understand division as an unknown-factor problem 3.OA.B.6 <p><i>Multiply and divide within 100</i></p> <ul style="list-style-type: none"> 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 3.OA.C.7 <p><i>Solve problems involving the four operations, and identify and explain patterns in arithmetic</i></p> <ul style="list-style-type: none"> Solve two-step word problems using the four operations; represent these problems using equations with a letter standing for the unknown quantity; assess the reasonableness of answers using mental computation/estimation strategies including rounding 3.OA.D.8 Identify arithmetic patterns (including patterns in the addition/multiplication tables), and explain using properties of operations 3.OA.D.9
Number and Operations in Base Ten	<p><i>Use place value understanding and properties of operations to perform multi-digit arithmetic</i></p> <ul style="list-style-type: none"> Use place value understanding to round whole numbers to the nearest 10 or 100 3.NBT.A.1 Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction 3.NBT.A.2 Multiply one-digit whole numbers by multiples of 10 in the range 10-90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations 3.NBT.A.3
Number and Operations in Fractions	<p><i>Develop understanding of fractions as numbers</i></p> <ul style="list-style-type: none"> 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 "$1/b$" 3.NF.A.1 Understand a fraction as a number on the number line; represent fractions on a number line diagram 3.NF.A.2 Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size 3.NF.A.3
Measurement and Data	<p><i>Solve problems involving measurement and estimation of intervals of time, liquid, volumes and masses of objects</i></p> <ul style="list-style-type: none"> 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 3.MD.A.1 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units 3.MD.A.2 <p><i>Represent and interpret data</i></p> <ul style="list-style-type: none"> 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 3.MD.B.3 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 3.MD.B.4 <p><i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition</i></p> <ul style="list-style-type: none"> Recognize area as an attribute of plane figures and understand concepts of area measurement 3.MD.C.5 Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units) 3.MD.C.6 Relate area to the operations of multiplication and addition 3.MD.C.7 <p><i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures</i></p> <ul style="list-style-type: none"> 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 3.MD.D.8
Geometry	<p><i>Reason with shapes and their attributes</i></p> <ul style="list-style-type: none"> Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes, 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 3.G.A.1 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole 3.G.A.2

SCIENCE

Unit Name	Skills/Student Outcomes
Sound	<ul style="list-style-type: none"> Sound is a form of energy that is produced by the vibration of objects and is transmitted by the vibration of air and objects. 5.1
Weather and Climate	<ul style="list-style-type: none"> Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season 3-ESS2-1 Obtain and combine information to describe climates in different regions of the world 3-ESS2-2 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard 3-ESS3-1
Earth's Motion	<ul style="list-style-type: none"> Most objects in the solar system are in a regular and predictable motion. The positions of the earth and moon relative to the sun explain the cycles of day and night and the monthly moon phases. 5.3
Ecology and Life Cycles	<ul style="list-style-type: none"> Construct an argument that some animals form groups that help members survive 3-LS2-1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago 3-LS4-1 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 3-LS4-3 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 3-LS4-4 Plants change their forms as part of their life cycles. The life cycles of flowering plants include seed germination, growth, flowering, pollination and seed dispersal 2.2

SOCIAL STUDIES

Unit Name	Skills/Student Outcomes
Maps and Globes	<ul style="list-style-type: none"> Construct maps and other graphic representations of both familiar and unfamiliar places GEO 3.1 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics GEO 3.2 Use maps of different scales to describe the locations of cultural and environmental characteristics GEO 3.3 Explain how culture influences the way people modify and adapt to their environments GEO 3.4 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 3.5/3.6/3.8
Native Americans	<ul style="list-style-type: none"> Create and use a chronological sequence of related events to compare developments that happened at the same time HIST 3.4 Compare life in specific historical time periods to life today HIST 3.2 Explain how culture influences the way people modify and adapt to their environments GEO 3.4 Explain probable causes and effects of events and developments HIST 3.11 Explain how human settlements and movements relate to the locations and use of various natural resources GEO 3.8
Regions of the United States	<ul style="list-style-type: none"> Explain how the cultural and environmental characteristics of places change over time GEO 3.5 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods and ideas GEO 3.7 Explain how human settlements and movements relate to the location and use of various natural resources GEO 3.8 Explain probable causes and effects of events and developments HIST 3.11 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used ECO 3.2
South Windsor History	<ul style="list-style-type: none"> Compare life in specific historical time periods to life today HIST 3.2 Explain why individual and businesses specialize and trade ECO 3.3 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, ideas GEO 3.7 Explain probable causes and effects of events and developments HIST 3.11 Compare and summarize different kinds of historical sources and how they explain events in the past HIST 3.6 Construct explanations using reasoning, correct sequence, examples, and details with relevant information/data INQ 3-5.11 Explain connections among historical contexts and people's perspectives at that time HIST 3.4

S.T.E.M.

Module Name	Skills/Student Outcomes
Stability and Motion: Science of Flight	<ul style="list-style-type: none"> Evaluate a problem in a new and novel situation Apply a step by step design process to solve a problem Predict the effects of balanced and unbalanced forces on the motion of an object
Stability and Motion: Forces and Interactions	<ul style="list-style-type: none"> Evaluate a problem in a new and novel situation Apply a step by step design process to solve a problem Predict the effects of a force on an object

HEALTH EDUCATION

Unit Name	Skills/Student Outcomes
Nutrition	<ul style="list-style-type: none"> Identify the macronutrients Identify the effects of macronutrients on the body
Substance Abuse	<ul style="list-style-type: none"> Identify the difference between medicine and drugs Examine ways medicine helps us Categorize effects alcohol and tobacco have on the body
Growth and Development	<ul style="list-style-type: none"> Identify the major body organs Describe a function of the body organs Show compassion toward others with differences Tell how the digestive system works Tell what causes diseases Understand the symptoms of illness Practice good hygiene to prevent illness List ways diseases/germs can spread Define HIV/AIDS

PHYSICAL EDUCATION

Unit Name	Skills/Student Outcomes
Manipulative <i>Units may include: Volleyball, Basketball, Throwing/Catching (Football, Frisbee, etc.)</i>	<ul style="list-style-type: none"> Demonstrate an understanding of what the body does, where the body moves, how the body performs the movement and relationships that occur in increasingly more complex movement and game forms Demonstrate proper technique Establish rules for unit and exhibit fair and safe playing procedures Apply the understanding of physical activity concepts to developing movement sequences and game strategies
Striking <i>Units may include: Soccer, Tennis, Floor Hockey, Badminton, Baseball/Softball</i>	<ul style="list-style-type: none"> Utilize the concept of a dominant hand/foot for throwing/striking/kicking patterns Effective movement and preparation of hands, arms and legs are key to performance and success Apply the understanding of physical activity concepts to developing movement sequences and game strategies
Fitness	<ul style="list-style-type: none"> Demonstrate a variety of activities that increase heart rate, stretch and strengthen muscles Demonstrate understanding of the relationship between activities and physical fitness components (e.g., cardiorespiratory endurance, muscular strength, and endurance flexibility) Assess current fitness level Identify activities that will utilize/improve the different components of fitness
Cooperative Games	<ul style="list-style-type: none"> Develop strategies for including all persons, despite individual differences, in physical activity settings Use physical activity as a positive opportunity for social and group interaction and development of leadership skills

VISUAL ARTS

Unit Name	Skills/Student Outcomes
Claywork	<ul style="list-style-type: none"> Continuation and refinement of hand building techniques (pinch/pull, coil building, slab building to scoring and slipping and carving/layering) Glazing process Use of clay tools
Drawing	<ul style="list-style-type: none"> Continuation and refinement of use and care of drawing materials Continuation and refinement of use of pencils, crayons, colored pencils, pens, markers, chalk, pastels, etc. Refining mark making Exploration of pictorial space and realistic rendering Drawing from memory, imagination or observation
Painting	<ul style="list-style-type: none"> Color identification (primary/secondary to warm/cool and complementary, analogous, monochromatic, neutrals) Color mixing primaries, tints/shades to tones/shading Review use and care of painting tools Review palette use Review/continued exploration of tempera and water color paints Review/continued exploration of paint application techniques Introduction to acrylic paint
Printmaking	<ul style="list-style-type: none"> Use and care of printing tools and materials Development and exploration of the printing process, techniques and tools (impression/repetition) Understanding process of creating a series
Responding <i>(embedded throughout all projects as well as VTS)</i>	<ul style="list-style-type: none"> Review/continue looking at and talking about artwork; describe and examine details Looking at and talking about art heritage and cultures from around the world Continuation/refinement of listening/discussion skills; consider and respect the thoughts and ideas of others "Art detectives" (hunting for clues) Use art vocabulary in expressing thoughts and opinions Introduction/begin to understand difference between artist intent and viewer interpretation Supporting inferences with visual evidence and prior knowledge
Fabrics/Textiles	<ul style="list-style-type: none"> Continuation of creating with fabrics/textiles using collage and application techniques Introduction to weaving on simple looms: warp/weft, over/under, patterns, etc. Creating 3D art forms with fabrics
Sculpture	<ul style="list-style-type: none"> Review 2D vs 3D concepts Continuation of creating 3D artwork using a variety of materials and methods Continue creating moving sculptures: mobiles, etc. Introduction to use of tools/armatures Introduction to concepts of sculpture vs base, as well as shallow relief to free standing sculptural forms from realistic to abstract

MUSIC

Unit Name	Skills/Student Outcomes
Sing	<ul style="list-style-type: none"> Sing matching pitch a 5-note pentatonic scale in major and minor using stick notation and solfege Partner songs/rounds/songs with ostinato
Perform	<ul style="list-style-type: none"> 8-beat rhythm patterns in two and four using whole, half, quarter, eighth, sixteenth notes and their respective rests
Create	<ul style="list-style-type: none"> Communicate an idea through movement and music Compose pentatonic melodic fragments using specific guidelines
Respond	<ul style="list-style-type: none"> Articulate composer's intent Describe their personal preferences to music Listen attentively Recognize and describe the families of instruments