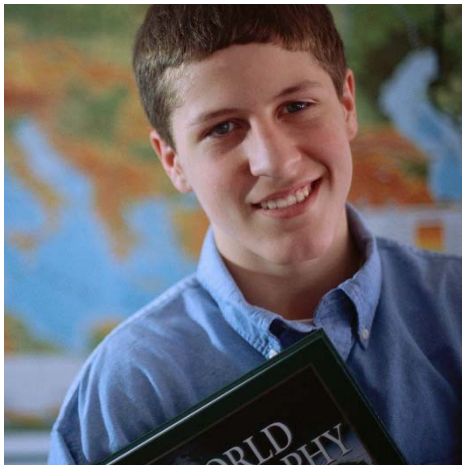


SAU29



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social studies - english language arts - math - science - health



Curriculum Guides  
Updated 2010

# Third Grade

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## SAU 29 Curricula

### English Language Arts

- Literature
- Informational Text
- Foundations
- Writing
- Speaking/Listening
- Language

### Mathematics

- Operations & Algebraic Thinking
- Number & Operations in Base Ten
- Number & Operations—Fractions
- Measurement & Data
- Geometry
- [Mathematical Practices]

### Science

- Earth & Space Science
- Life Science
- Physical Science

### Health

- Alcohol
- Community/Environmental Health
- Family Life
- Injury Prevention
- Mental Health
- Nutrition
- Personal/Consumer Health
- Physical Activity
- Tobacco

### Social Studies

- Economics
- Civics/Government
- History
- Geography

# Third Grade: Literature

## Essential Questions

### What reading strategies can help me improve my reading for understanding?

(Visualizing the characters and details of a story, helps a reader to recall the events and main idea of the story. Using the context of a sentence helps to clarify the meaning of new words.)

### Why is it difficult to interpret the meaning of certain words in a story?

(Many words in the English language have more than one meaning. Using the incorrect meaning of a word ie: supply the troops with weapons vs. we have a supply of weapons, can change the meaning of a sentence)

(We do not always use the literal meaning of words such as “run home” in baseball, which also changes the meaning of a sentence)

### ➤ *The bulleted language is to guide instruction*

Third Grade	Student Friendly
1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <ul style="list-style-type: none"><li>➤ Model asking questions about the text to check for comprehension</li><li>➤ Model answering questions using the text to check to comprehension</li></ul>	I can show I understand what I read by asking questions about it and by using details from the text.
2. 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. <ul style="list-style-type: none"><li>➤ Model how to Identify key details in a story</li><li>➤ Discuss and identify the author’s lesson or moral</li></ul>	Using a variety of genre, I can show I understand the lesson by using details from the story.
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <ul style="list-style-type: none"><li>➤ Discuss the main characters and their traits</li><li>➤ Discuss and identify key events and conflicts in the story</li><li>➤ Determine the main characters role in key events and how they impacted the outcome of the story</li></ul>	I can describe the main characters in a story and how they build the action.
4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. <ul style="list-style-type: none"><li>➤ Explain the difference between literal and figurative language using examples from the text</li><li>➤ Determine if words and phrases are literal or figurative</li></ul>	I can understand the difference between the real meaning of some words and the abstract meaning of some words.

<b>Third Grade</b>	<b>Student Friendly</b>
5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<i>Introduce</i>
6. Distinguish their own point of view from that of the narrator or those of the characters.	<i>Introduce</i>
7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). <ul style="list-style-type: none"> <li>➤ Discuss the definition of setting, characters and plot</li> <li>➤ Examine the text for information on setting characters and plot</li> <li>➤ Discuss how illustrations can give additional clues about setting, characters and plot</li> </ul>	I can use context clues and illustrations from the story to understand setting, characters, and plot.
8. (Not applicable)	
9. 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).	<i>Introduce</i>
10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. <ul style="list-style-type: none"> <li>➤ Model how to decode independently</li> <li>➤ Recognize and demonstrate fluent reading</li> </ul>	I can read third grade stories fluently and independently by the end of the year.

# Third Grade: Informational Text

## Essential Questions

### How do I demonstrate understanding of informational text features?

(Identify parts, main ideas, keywords and details, connection of events, text features such as sidebars, bolded text or italics, and illustrations and comparisons)

➤ *The bulleted language is to guide instruction*

Third Grade	Student Friendly
<p>1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <ul style="list-style-type: none"> <li>➤ Model how to ask questions about information using question words</li> <li>➤ Explain how to answer questions about the text using information from the text</li> </ul>	<p>Using details from the text, I can ask and answer questions about what I read.</p>
<p>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <ul style="list-style-type: none"> <li>➤ Define main idea</li> <li>➤ Explain how to find the main idea and key details</li> <li>➤ Model how to make connections between the main idea and the key details in a text</li> </ul>	<p>I can tell the main idea of a text and find the key details that support it.</p>
<p>3. 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.</p> <ul style="list-style-type: none"> <li>➤ Review time, sequence and cause and effect</li> <li>➤ Demonstrate how to locate key events or ideas in a text</li> <li>➤ Explain the connection between two or more events or ideas in a text using time, sequence, and cause and effect</li> </ul>	<p>After reading a scientific or social studies text, I can describe events in order.</p>
<p>4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i>.</p> <ul style="list-style-type: none"> <li>➤ Demonstrate how to find general academic and domain-specific words in the text</li> <li>➤ Demonstrate how to use context clues to discover meaning</li> <li>➤ Explain how to use dictionary, glossary to discover meaning</li> </ul>	<p>I can learn science and social studies vocabulary.</p>
<p>5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <ul style="list-style-type: none"> <li>➤ Explain how to locate bold print, key words, topic sentences, hyperlinks, electronic menus, and icons in the text</li> <li>➤ Model how bold print, key words, topic sentences, hyperlinks, electronic menus, and icons can aid in locating information</li> </ul>	<p>I can find information in a text by finding bold print, key words, and topic sentences.</p>

<b>Third Grade</b>	<b>Student Friendly</b>
<p><b>6.</b> Distinguish their own point of view from that of the author of a text.</p>	<p><i>Introduce</i></p>
<p><b>7.</b> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <ul style="list-style-type: none"> <li>➤ Explain how to look at a picture or illustration from a text for information</li> <li>➤ Explain how to determine where, when, why and how key events occur using information from illustrations</li> <li>➤ Model how to read the text for information</li> <li>➤ Model how to make connections between illustrations and text</li> </ul>	<p>I can use illustrations to help me understand the text.</p>
<p><b>8.</b> Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third, in a sequence).</p>	<p><i>Introduce</i></p>
<p><b>9.</b> Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <ul style="list-style-type: none"> <li>➤ Model how to read both text for information</li> <li>➤ Explain how to find similarities and differences between the two texts</li> </ul>	<p>I can describe similarities and differences between two texts on the same subject.</p>
<p><b>10.</b> By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <ul style="list-style-type: none"> <li>➤ Model how to decode independently</li> <li>➤ Demonstrate fluent reading</li> </ul>	<p>I can read informational text independently and fluently at the third grade level.</p>

# Third Grade: Foundation Skills

## Essential Questions

**How do I use my understanding of phonics to make me a fluent decoder of multi syllable words?**

(Breaking words into syllables helps to decode new words)

(Learning irregular vowel patterns speeds up decoding.)

**How do I increase my reading rate (words per minute)?**

(Fluent readers can decode words with multi-syllables as they read)

➤ *The bulleted language is to guide instruction*

Third Grade	Student Friendly
1. Not in CC	
2. Not in CC	
<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>).</li> <li>b. Decode words with common Latin suffixes (e.g., <i>-tion/-sion</i>, <i>-ture</i>, <i>-tive/-sive</i>, <i>-ify</i>, <i>-ity</i>, <i>-ment</i>).</li> <li>c. Decode multi-syllable words (e.g., <i>supper</i>, <i>chimpanzee</i>, <i>refrigerator</i>, <i>terrible</i>, <i>frightening</i>).</li> <li>d. Read grade-appropriate irregularly spelled words (e.g., <i>although</i>, <i>science</i>, <i>stomach</i>, <i>machine</i>)               <ul style="list-style-type: none"> <li>➤ Review and find examples of prefixes and suffixes</li> <li>➤ Introduce vowel teams; ow,oy, ou, oi, igh, ie, oe.</li> <li>➤ Demonstrate separating multi-syllable words</li> <li>➤ Introduce words that do not follow general phonetic rules including ‘r’ controlled vowels: ar, er, ir, or, and ur</li> </ul> </li> </ul>	<p>I know and can use my phonics skills to decode words.</p> <ul style="list-style-type: none"> <li>a. I know the meaning of the most common prefixes and suffixes (e.g., <i>un-</i>, <i>re-</i>, <i>mis-</i>, <i>-ful</i>, <i>-less</i>, <i>-able</i>).</li> <li>b. I can add new suffixes (to words) like: (e.g., <i>-tion/-sion</i>, <i>-ture</i>, <i>-tive/-sive</i>, <i>-ify</i>, <i>-ity</i>, <i>-ment</i>).</li> <li>c. I can decode words with the vowel teams: ow, ou, oi, igh, ie, oe, ey</li> <li>d. I can break words into syllables to decode them (e.g., <i>supper</i>, <i>chimpanzee</i>, <i>refrigerator</i>, <i>terrible</i>, <i>frightening</i>).</li> <li>e. Read grade-appropriate irregularly spelled words (e.g., <i>although</i>, <i>science</i>, <i>stomach</i>)</li> <li>f. I am learning the sounds of the “bossy r” words, ie, car, her, corn, first, fir</li> </ul>

Third Grade	Student Friendly
<p>4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <ul style="list-style-type: none"> <li>➤ Review letter sound recognition within syllables to decode new words.</li> <li>➤ Identify sounds containing short and long vowels to decode new words.</li> <li>➤ Examine root words with suffixes; tion, sion, ture, tive, sive, ify, ity, ment</li> <li>➤ Model separating multi-syllable words for decoding</li> <li>➤ Identify irregularly spelled words within grade level</li> <li>➤ Model expressive reading with fluency and accuracy</li> <li>➤ Question comprehension and understanding of text</li> <li>➤ Demonstrate self-correction when reading and understanding new text.</li> </ul> </li> </ul>	<p>I can read third grade level text accurately and fluently with enough understanding to pass an AR Quiz.</p> <p>I can tell if a root word contains a prefix (un, re, mis ) or a suffix (ful, less, able).</p> <p>I can read suffixes such as tion, sion, ture, tive, sive, ify, ity, ment.</p> <p>I am increasing the number of words I read per minute correctly</p> <p>I can read orally with expression and use the context to self-correct.</p> <p>I can reread for meaning when needed.</p> <p>I can tell how many syllables are in a word.</p>

# Third Grade: Writing

## Essential Questions

### How can I use the writing process to expand my writing into more than one paragraph?

(Writing is organized into a topic sentence with supporting ideas and a concluding sentence)

(Paragraphs can be written using transition words)

(Revision is part of the writing process)

### How do I choose the type of writing I need?

(There are four types of writing: persuasive, where you influence the reader, narrative, where you tell a story, expository, where you explain something to the reader, and descriptive, where you use five senses to create a picture in words.)

#### ➤ *The bulleted language is to guide instruction*

Third Grade	Student Friendly
<p><i>Text Types and Purposes</i></p> <p>1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>d. Provide a concluding statement or section.</p> <ul style="list-style-type: none"> <li>➤ Introduce a book or topic.</li> <li>➤ Explain how to state an opinion about a topic or book.</li> <li>➤ Demonstrate how to create and/or use a graphic organizer to list reasons.</li> <li>➤ Explain how to use reasons for opinion by using details from the text.</li> <li>➤ Define and show examples of conjunctions.</li> <li>➤ Model how to use conjunctions to link opinions and reasons.</li> <li>➤ Demonstrate how to develop a closing statement.</li> </ul>	<p>I can give my opinion of a book or topic and list reasons in a graphic organizer for my opinion.</p> <p>I can write one or two paragraphs explaining my opinion.</p> <p>I can use words such as: <i>because, therefore, in order to, since and for</i> to link my opinion to the reason.</p> <p>I can write a closing sentence.</p>
<p>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <ul style="list-style-type: none"> <li>➤ Demonstrate how to determine a topic for informative or explanatory text</li> <li>➤ Explain how to introduce a topic</li> <li>➤ Discuss and list facts or details in a graphic organizer</li> </ul>	<p>I can write an informative paragraph by creating an outline or graphic organizer, and</p> <p>I can use words such as <i>also, another, and</i> and <i>more</i> to connect my ideas.</p> <p>I can write a closing sentence.</p>

Third Grade	Student Friendly
<p>2. <i>continued</i></p> <ul style="list-style-type: none"> <li>➤ Model how to organize similar information</li> <li>➤ Give example of how to develop topic sentences</li> <li>➤ Model how to create sentences from supporting details</li> <li>➤ Model how to use conjunctions to link ideas within categories</li> <li>➤ Show how to develop a closing statement or section</li> </ul>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <ul style="list-style-type: none"> <li>➤ Discuss how to determine a situation for a narrative.</li> <li>➤ Model Introduce and describe a narrator and/or characters.</li> <li>➤ Discuss and describe characters' actions, thoughts and feelings.</li> <li>➤ Demonstrate how to use dialogue.</li> <li>➤ Explain how to determine the events in a narrative or story.</li> <li>➤ Model how to sequence the events of the story using temporal words (adverbs) words and time phrases.</li> <li>➤ Show how to develop a closing statement or section.</li> </ul>	<p>I can write a story with characters, setting and plot using dialogue and descriptions of actions, thoughts and feelings.</p> <p>I can use words such as <i>after, then, next, now, later</i> to show the order of the action.</p> <p>I can write a closing sentence.</p>
<p>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><i>Introduce</i></p>
<p>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)</p> <ul style="list-style-type: none"> <li>➤ Discuss and brainstorm ideas.</li> <li>➤ Demonstrate how to organize ideas.</li> <li>➤ Explain how to discuss a piece of writing with peers and adults.</li> <li>➤ Show how to add additional details to add to the writing.</li> <li>➤ Discuss how to revise the writing.</li> </ul>	<p>With help from peers and adults, I can change my writing for the better.</p>

Third Grade	Student Friendly
<p>6. Demonstrate opening, t With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. typing and saving a document</p> <ul style="list-style-type: none"> <li>➤ Model how to type work on the computer.</li> </ul>	<p><i>Introduce</i></p>
<p><i>Research to Build Knowledge</i></p> <p>7. Conduct short research projects that build knowledge about a topic.</p> <ul style="list-style-type: none"> <li>➤ Model how to locate information on a topic.</li> <li>➤ Explain how to organize information.</li> <li>➤ Demonstrate how to write a short report.</li> </ul>	<p>I can find information about a topic from books, other people, and using the library.</p>
<p>8. Read text from print or digital sources on a topic and/or Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <ul style="list-style-type: none"> <li>➤ Explain how to investigate the topic.</li> <li>➤ Model how to identify details from the text and take simple notes.</li> <li>➤ Model how to explain details from investigation and take simple notes.</li> <li>➤ Demonstrate how to sort information into categories.</li> </ul>	<p>I can use what I know and what I learn from written material, take notes on the material and sort the information into categories.</p>
<p>9. (Begins in grade 4)</p>	
<p>10. 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.</p> <ul style="list-style-type: none"> <li>➤ Encourage students to write often for different purposes, tasks and audiences.</li> </ul>	<p>I can write responses for many reasons: for example, research, reflection, narration, opinion.</p>

# Third Grade: Speaking and Listening

## Essential Questions

### How can I take part in class discussions?

(Listen respectfully, and speak in complete and clear sentences using subjects, verbs and pronouns)

➤ **The bulleted language is to guide instruction**

Third Grade	Student Friendly
<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> <li>a. 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.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul> <ul style="list-style-type: none"> <li>➤ Review agreed-upon rules for discussions</li> <li>➤ State the topic that you will be discussing</li> <li>➤ Review how to stay on topic</li> <li>➤ Model how to ask relevant questions</li> <li>➤ Model how to ask questions that will extend their ideas and understanding</li> </ul>	<p>I can respectfully participate in discussions on 3<sup>rd</sup> grade topics by asking relevant questions and adding my own thoughts or details to the discussion.</p>
<p>2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <ul style="list-style-type: none"> <li>➤ Review main idea</li> <li>➤ Model how to locate supporting details</li> </ul>	<p>I can identify the main ideas with supporting details of the information presented.</p>
<p>3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <ul style="list-style-type: none"> <li>➤ Present any lesson</li> <li>➤ Demonstrate asking and answering questions to gain more information</li> </ul>	<p>I can ask and answer questions about a lesson and add more detail when needed.</p>
<p>4. 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.</p> <ul style="list-style-type: none"> <li>➤ Model how to report on a topic or recount a story or experience</li> <li>➤ Model how to locate key facts and details</li> <li>➤ Model how to retell story only using facts and details</li> </ul>	<p>I can retell a story or experience with facts and descriptive details.</p>

<b>Third Grade</b>	<b>Student Friendly</b>
<p>5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <ul style="list-style-type: none"> <li>➤ Review how to make an audio recording of a story.</li> <li>➤ Demonstrate fluid reading.</li> <li>➤ Model other visual displays.</li> </ul>	<p>I can make an audio recording of a story so you can understand me. I can add other visual displays.</p>
<p>6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p> <ul style="list-style-type: none"> <li>➤ Review proper sentence structure rules</li> <li>➤ Review Verb tenses</li> <li>➤ Review past, present, and future tenses</li> <li>➤ Review proper subject-verb agreement</li> <li>➤ Review correct use of irregular plural nouns</li> <li>➤ Describe pronoun-antecedent agreement</li> </ul>	<p>I can speak clearly in sentences using subjects, verbs and pronouns correctly.</p>

# Third Grade: Language

## Essential Questions

### How do I write varied types of sentences?

(Sentences are made up of varied parts of speech: nouns, pronouns, verbs, adjectives, adverbs)

(Word meanings can be defined from context clues, the dictionary, spelling and affixes.)

(Sentences have subject and verb agreement.)

(Sentences have proper capitalization and punctuation.)

### How do I determine the meaning of unknown words?

(Words can be understood using: context clues, spelling, glossaries, and dictionaries.)

(Words can have literal (exact meaning) and non-literal meaning (e. g. take steps).)

### ➤ *The bulleted language is to guide instruction*

Third Grade	Student Friendly
<p>1. Observe conventions of grammar and usage.</p> <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in specific sentences.</li> <li>b. Form and use the simple (e.g., <i>I walked, I walk, I will walk</i>) verb tenses.</li> <li>c. Ensure subject-verb and pronoun-antecedent agreement.*</li> <li>d. Produce simple, compound, and complex sentences.               <ul style="list-style-type: none"> <li>➤ Reintroduce functions of nouns, pronouns, verbs and adjectives in sentences.</li> <li>➤ Introduce formation of simple verb tenses.</li> <li>➤ Demonstrate subject-verb and pronoun agreement</li> <li>➤ Describe simple, compound and complex sentences</li> </ul> </li> </ul>	<p>a &amp; c. I can identify a noun, pronoun, verb, adjective and adverb and use each correctly.</p> <p>b. I can use verbs correctly in present, past and future tense.</p> <p>d. I can produce simple, compound and complex sentences.</p>
<p>2. Observe conventions of capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use quotation marks in dialogue.</li> <li>c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>e. Consult reference materials, including dictionaries, as needed to check and correct spellings.               <ul style="list-style-type: none"> <li>➤ Explain capitalization</li> <li>➤ Discuss punctuation in greetings and closing of letters</li> <li>➤ Explain how to use quotation marks in dialogue</li> <li>➤ Review spelling patterns in writing words with similar sounds(cage, badge, boy, boil, paper, copper)</li> <li>➤ Define and explain adding suffixes to base words Discuss spelling patterns in position-based spellings, syllable patterns, ending rules, meaningful word parts in writing words.</li> </ul> </li> <li>➤ Explore spelling dictionaries</li> </ul>	<p>a &amp; b. I can capitalize, punctuate, and use quotation marks correctly.</p> <p>c &amp; d. I can spell 3<sup>rd</sup> grade words.</p> <p>e. I can use a dictionary for spelling.</p>

Third Grade	Student Friendly
<p>3. Make effective language choices.</p> <p>a. Use words for effect.*</p> <ul style="list-style-type: none"> <li>➤ Define descriptive language</li> <li>➤ Explain how to use a thesauruses</li> </ul>	<p>I can choose a variety of words to make my writing interesting.</p>
<p>4. Determine word meanings (<i>based on grade 3 reading</i>).</p> <p>a. Determine or clarify the meaning of unknown or multiple-meaning words through the use of one or more strategies, such as understanding how the word is used in a sentence; analyzing the word's sounds, spelling, and meaningful parts; and consulting glossaries or beginning dictionaries, both print and digital.</p> <p>b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>c. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>d. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <ul style="list-style-type: none"> <li>➤ Review several ways for understanding meaning of words; analyzing word sounds, spelling, meaningful parts, glossaries, dictionaries in print and digital</li> <li>➤ Discuss compound words</li> <li>➤ Define and find examples of root words</li> <li>➤ Review the meaning of new word by defining its root word and how a prefix or suffix can change the meaning</li> <li>➤ Determine the meaning of the new word formed when a known affix is added to a known word</li> </ul>	<p>Based on third grade text:</p> <p>a. I can determine the meaning of unknown words in 3<sup>rd</sup> grade text in a number of ways: context clues, spelling, glossaries, and dictionaries.</p> <p>b. I can use a known word to understand a new word with the same base.</p> <p>c. I know the meaning of a new word when I add a known prefix or suffix.</p> <p>d. I can tell the difference between the exact meaning (literal) of a word and the non-literal meaning for the same word (e. g. take steps).</p>
<p>5. Understand word relationships.</p> <p>a. Build real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p> <p>b. Distinguish among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <ul style="list-style-type: none"> <li>➤ Demonstrate 3<sup>rd</sup> grade vocabulary by using real life connections to define new word</li> <li>➤ Review related verbs and related adjectives (throw, hurl, thin, slender)</li> <li>➤ Present words that describe states of mind or degrees of certainty</li> </ul>	<p>a. and b. I can use 3<sup>rd</sup> grade describing words appropriately.</p>
<p>6. Use words that are in common, conversational vocabulary as well as grade-appropriate academic vocabulary and domain-specific words (in English language arts, history/social studies, and science) taught directly and acquired through reading and responding to texts.</p> <ul style="list-style-type: none"> <li>➤ Demonstrate newly learned vocabulary through conversations, reading and response to text</li> </ul>	<p>a. I can learn and use 3<sup>rd</sup> grade vocabulary words.</p>



<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Grade 3: Operations/Algebraic Thinking</b>		<b>Pacing:</b>
<b>ESSENTIAL QUESTIONS:</b> How do we solve problems with multiplication and division? What are real-world problems that are solved using multiplication and division? How do we describe the different properties of multiplication and division?			
<b>NATIONAL STANDARDS: Operations and Algebraic Thinking (3.OA)</b>			
<b>CONCEPTS/CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>GLEs</b>	<b>KEY TERMINOLOGY</b>
<p><b><i>Multiply and divide within 100.</i></b></p> <p><b><i>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</i></b></p>	<p>6. Understand division as an unknown-factor problem. <i>For example, find <math>32/8</math> by finding the number that makes 32 when multiplied by 8.</i></p> <p>7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that <math>8 \times 5 = 40</math>, one knows <math>40/5 = 8</math>) or properties of operations. By the end of grade 3, know from memory all products of two one-digit numbers.</p> <p>8. 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 and estimation strategies including rounding.</p> <p>9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p>		

UNIT/ORGANIZING PRINCIPLE:	Grade 3: Numbers and Operations		Pacing:
ESSENTIAL QUESTIONS:			
NATIONAL STANDARDS: Number and Operations in Base Ten (3.NBT)			
CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	GLEs	KEY TERMINOLOGY
<p><i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i></p>	<ol style="list-style-type: none"> <li>1. Use place value understanding to round whole numbers to the nearest 10 or 100.</li> <li>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.</li> <li>3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., <math>9 \times 80</math>, <math>5 \times 60</math>) using strategies based on place value and properties of operations.</li> </ol>		

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Grade 3: Numbers and Operations</b>		<b>Pacing:</b>
<b>ESSENTIAL QUESTIONS:</b> How do explain fractions in comparison to the whole number?  <b>NATIONAL STANDARDS: Number and Operations—Fractions (3.NF)</b>			
<b>CONCEPTS/CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>GLEs</b>	<b>KEY TERMINOLOGY</b>
<b><i>Develop understanding of fractions as numbers.</i></b>	<p>1. Understand a fraction <math>1/b</math> as the quantity formed by 1 part when <math>a</math> whole is partitioned into <math>b</math> equal parts; understand a fraction <math>a/b</math> as the quantity formed by <math>a</math> parts of size <math>1/b</math>.</p> <p>2. Understand a fraction as a number on the number line; represent fractions on a number line diagram.          Represent a fraction <math>1/b</math> on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into <math>b</math> equal parts. Recognize that each part has size <math>1/b</math> and that the endpoint of the part based at 0 locates the number <math>1/b</math> on the number line.          Represent a fraction <math>a/b</math> on a number line diagram by marking off <math>a</math> lengths <math>1/b</math> from 0. Recognize that the resulting interval has size <math>a/b</math> and that its endpoint locates the number <math>a/b</math> on the number line.</p> <p>3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.          Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.           Recognize and generate simple equivalent fractions, e.g., <math>1/2 = 2/4</math>, <math>4/6 = 2/3</math>. Explain why the fractions are equivalent, e.g., by using a visual fraction model.          Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form <math>3 = 3/1</math>; recognize that <math>6/1 = 6</math>; locate <math>4/4</math> and 1 at the same point of a number line diagram</p>	M (N&O) 3:2	denominator; equal parts; equivalent; fraction; fractions greater than one; fractional parts; mixed numbers; numerator; one-fourth $1/4$ ; one-half $1/2$ ; one-third $1/3$ ; simplest form; whole; number line partitioning; decimals

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Grade 3: Measurement and Data</b>		<b>Pacing:</b>
<b>ESSENTIAL QUESTIONS:</b>			
How can we solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects?			
How can we represent and interpret data?			
<b>NATIONAL STANDARDS: Measurement and Data (3.MD)</b>			
<b>CONCEPTS/CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>GLEs</b>	<b>KEY TERMINOLOGY</b>
<p><b><i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i></b></p> <p><b><i>Represent and interpret data.</i></b></p>	<p>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.</p> <p>2. 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, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem</p> <p>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. For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</p> <p>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.</p>		<p>axis, bar graph, classify, data, frequency table, key, horizontal, x and y axis, line plot, pictograph, pattern, results, scale, survey, trends, vertical, time, AM, PM, analog, digital, elapsed time, half-hour, hour, minute, second, quarter-hour, o'clock (means: of the clock), AD, BC</p>

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Grade 3: Measurement and Data</b>		<b>Pacing:</b>
<b>ESSENTIAL QUESTIONS:</b>			
<b>NATIONAL STANDARDS: Measurement and Data (3.MD)</b>			
<b>CONCEPTS/CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>GLEs</b>	<b>KEY TERMINOLOGY</b>
<p><b><i>Geometric measurement: understand concepts of area &amp; relate area to multiplication &amp; to addition.</i></b></p>	<p>5. Recognize area as an attribute of plane figures and understand concepts of area measurement.  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.  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.</p> <p>6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p> <p>7. Relate area to the operations of multiplication and addition.  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.  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.  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 <math>a \times b</math> and <math>a \times c</math>. Use area models to represent the distributive property in mathematical reasoning.  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.</p>		<p>acute angle; angle; compose; concave; congruent; convex; decompose; flip; hexagon; irregular; shape; lines; line; segment; line of symmetry; octagon; parallel lines; parallelogram; pentagon; area; perimeter; length of side; square inch; square foot; square centimeter</p>

UNIT/ORGANIZING PRINCIPLE:	Grade 3: Measurement and Data	Pacing:
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ESSENTIAL QUESTIONS:

NATIONAL STANDARDS: Measurement and Data (3.MD)

CONCEPTS/CONTENT	LEARNING TARGETS/SKILLS	GLEs	KEY TERMINOLOGY
<p><b><i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i></b></p>	<p>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.</p>		

<b>UNIT/ORGANIZING PRINCIPLE:</b>	<b>Grade 3: Geometry</b>		<b>Pacing:</b>
<b>ESSENTIAL QUESTIONS:</b>			
<b>NATIONAL STANDARDS: Geometry (3.G)</b>			
<b>CONCEPTS/CONTENT</b>	<b>LEARNING TARGETS/SKILLS</b>	<b>GLEs</b>	<b>KEY TERMINOLOGY</b>
<i><b>Reason with shapes and their attributes.</b></i>	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.		

# Third Grade: Earth & Space Science

	Essential Questions	Objectives
ESS-1	<ul style="list-style-type: none"> <li>What are some ways to observe features of the Earth from space?</li> <li>How is today's weather different from yesterdays?</li> </ul>	<ol style="list-style-type: none"> <li>Recognize features of the Earth as viewed by astronauts in orbit, space vehicles and satellites.</li> <li>Based on data collected from daily weather observations, describe weather changes or weather patterns.</li> </ol>
ESS-2	<ul style="list-style-type: none"> <li>What objects are in our solar system?</li> <li>How does the sky change?</li> </ul>	<ol style="list-style-type: none"> <li>Demonstrate an understanding of the solar system (sun, moons, planets, comets, asteroids and meteorites).</li> <li>Describe changes in the sky's appearance including phases of the moon and changing location of the sun at different times of the day and year.</li> </ol>
ESS-3	<ul style="list-style-type: none"> <li>What constellations can you observe in the night sky?</li> <li>What are the different types and colors of the stars?</li> </ul>	<ol style="list-style-type: none"> <li>Observe patterns of stars in the sky.</li> <li>Recognize and describe the stars like the sun, as spherical in nature.</li> <li>Recognize that stars come in different colors and the sun is a yellow star.</li> </ol>
ESS-4	<ul style="list-style-type: none"> <li>What does an astronaut do?</li> <li>What does an astronomer do for a living?</li> <li>What astronomers or astronauts can you name?</li> <li>What tools do we use to observe space?</li> <li>What tools do we use to gather data about weather and how do we use them?</li> </ul>	<ol style="list-style-type: none"> <li>Describe the work of astronauts and astronomers and become aware of some well-known astronauts and astronomers.</li> <li>Explain that telescopes magnify the size of distant objects and significantly increase the number of these objects that can be viewed from the Earth (telescopes, binoculars).</li> <li>Discuss the value of observation tools for investigating particular phenomenon (telescopes, binoculars).</li> <li>Investigate how astronauts, space vehicles, and satellites increase our knowledge of the solar system.</li> <li>Explain how the use of scientific tool helps to gather data about weather (weather/wind vane, direction; wind sock, wind intensity; thermometer: temperature; meter sticks/rulers: snow depth; rain gauges: rain amount in centimeters).</li> </ol>

Resources/Activities	Vocabulary
<ul style="list-style-type: none"> <li>• <a href="http://www.starhop.com">www.starhop.com</a></li> <li>• Christa McAuliffe Planetarium (field trip)</li> <li>• McAuliffe-Shepard Discovery Center (opens early 2009)</li> <li>• Harris Center</li> <li>• Ecotarium, Worcester, MA</li> <li>• Create a moon journal (Winter) – observe the night sky</li> <li>• Keene High School’s <i>Portable Planetarium</i></li> </ul> <div data-bbox="168 1493 615 1885" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>A detailed list of the standards (ESS-1 through ESS-4) can be found at the front of this curriculum guide.</p> </div>	<p><i>astronomy</i> – the scientific study of galaxies, stars, planets and other objects in space</p> <p><i>astronaut</i> – person trained to pilot a spacecraft or to conduct medical or scientific experiments in space</p> <p><i>asteroid</i> – a small rocky object in orbit around the sun</p> <p><i>crescent</i> - shape the moons has when you only see a thin curved part of it</p> <p><i>constellation</i> – group of stars that ancient people thought formed pictures in the sky</p> <p><i>gibbous</i> – more than half, but less than fully illuminated</p> <p><i>meteor</i> – a streak of light made by a burning meteoroid in Earth’s atmosphere</p> <p><i>meteorite</i> – a meteoroid that strikes Earth’s surface</p> <p><i>meteoroid</i> – a small space rock that orbits the sun</p> <p><i>moon</i> – a natural satellite that orbits the planet</p> <p><i>orbit</i> – a path that one object in space takes around another object</p> <p><i>planet</i> – large object that orbits the star/sun</p> <p><i>revolution</i> – one complete trip of the planet around the sun</p> <p><i>rotation</i> – spinning of planet or moon on its axis</p> <p><i>satellite</i> – an object that orbits the planet</p> <p><i>solar system</i> – a sun and all objects that move around it</p> <p><i>star</i> – an object in space that produces its own heat and light</p> <p><i>sun</i> – a star that planets revolve around and produces heat and light for Earth, it is made of gases</p> <p><i>thermometer</i> – tools to measure temperature</p> <p><i>waning</i> – the illuminated part of the moon we see from Earth becomes less, the moon wanes after it is full</p> <p><i>waxing</i> – the illuminated part of the moon we see from Earth becomes larger, the moon waxes until it becomes full</p> <p><i>wind sock</i> – a cloth bag open at one end that shows wind direction</p>

# Third Grade: Life Science

	Essential Questions	Objectives
LS-1	<ul style="list-style-type: none"> <li>• What is the animal kingdom?</li> <li>• How do certain physical features help an insect? (wings, antenna)</li> <li>• What are the body structures of animals?</li> <li>• How are animals alike and different?</li> <li>• What is metamorphosis?</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe and identify animals using simple classification keys (birds, fish, amphibians, reptiles, mammals).</li> <li>2. Describe how certain attributes or characteristics of animals are related to their life functions or behaviors (bird's beak and feet).</li> <li>3. Identify major body structures of some common animals (skeletal, digestive).</li> <li>4. Identify animals using similar and different characteristics.</li> <li>5. Describe and compare the life stages of animals (butterfly, grasshopper, skunk, raccoon, bird, etc).</li> </ol>
LS-2	<ul style="list-style-type: none"> <li>• How does the habitat affect the conditions and survival of an animal?</li> <li>• What do animals eat?</li> </ul>	<ol style="list-style-type: none"> <li>1. Examine the needs of several animals and determine how the conditions of a particular habitat can limit the kinds of organisms living there.</li> <li>2. Describe the way plants and animals depend on each other for survival.</li> <li>3. Investigate and describe animals and plants in simple food webs.</li> </ol>
LS-3	<ul style="list-style-type: none"> <li>• What physical features help an animal to survive?</li> <li>• What causes an animal to hibernate or migrate?</li> <li>• How does an animal change throughout its lifetime?</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain how the certain structures are related to the survival of that animal (carnivores have sharp teeth, fish are streamlined).</li> <li>2. Recognize that an individual organism's behavior is influenced by external cues, such as seasonal change, and describe how an organism might react, such as migrating or hibernating.</li> <li>3. Observe and identify the life cycles of certain animals (larva to pupa to butterfly).</li> <li>4. Describe or compare the life stages of animals (chrysalis stage).</li> </ol>
LS-4	<i>None at this level</i>	<i>None at this level</i>
LS-5	<ul style="list-style-type: none"> <li>• What can we do to protect the animals in our environment?</li> </ul>	<ol style="list-style-type: none"> <li>1. Identify and discuss environmental issues which impact on animals (filling in wetlands, land clearing).</li> </ol>

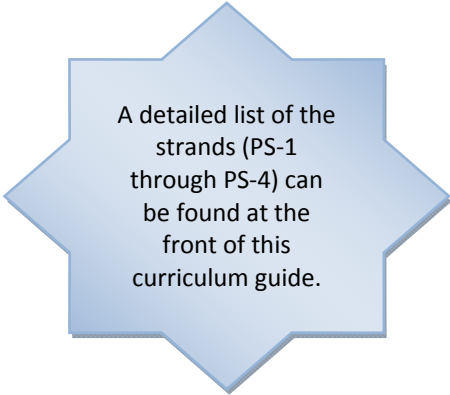
# Animals

Resources/Activities	Vocabulary
<ul style="list-style-type: none"> <li>• Stonewall Farm – (Suggested Programs: What’s Bugging You? Animals in Winter)</li> <li>• VINS Nature Center, Quechee, VT</li> <li>• Squam Lake Natural Science Center, Holderness, NH</li> <li>• Research an animal, incorporate with ICT portfolio</li> </ul> <div data-bbox="167 1482 613 1875" style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>A detailed list of the strands (LS-1 through LS-5) can be found at the front of this curriculum guide.</p> </div>	<p><i>abdomen</i> – the part of the body that holds the stomach</p> <p><i>adaptation</i> – a structure or behavior that helps the animals survive</p> <p><i>environment</i> – surroundings an organism lives in</p> <p><i>exoskeleton</i> – hard outer covering that protects an animals soft body parts inside</p> <p><i>habitat</i> – environment where an organism lives</p> <p><i>hibernation</i> – a deep sleep</p> <p><i>insect</i> – a small animal with three body parts and no backbone</p> <p><i>instinct</i> – a behavior that an animal inherits from its parents</p> <p><i>life cycle</i> – stages of growth and development that organisms of through in their lifetime</p> <p><i>life stage</i> – a period of time in the life cycle</p> <p><i>metamorphosis</i> – the changes in form that some insects go through in their lifetime</p> <p><i>migration</i> – the seasonal movement of animals from one place to another</p> <p><i>nocturnal</i> – active at night</p> <p><i>organism</i> – any living thing</p> <p><i>reflex</i> – an automatic, unthinking reaction to a stimulus</p> <p><i>response</i> – something an organism does when it senses a stimulus</p> <p><i>stimulus</i> – anything that causes a reaction in an organism (living thing)</p> <p><i>thorax</i> – part of body between the head and abdomen; wings and legs are attached to this section</p>

# Third Grade: Physical Science

	Essential Questions	Objectives
<b>PS-1</b>	<i>None at this level.</i>	<i>None at this level.</i>
<b>PS-2</b>	<ul style="list-style-type: none"> <li>• How can you light up a light bulb?</li> <li>• What objects use electricity?</li> <li>• What materials are conductors/insulators of electricity?</li> <li>• What materials produce static?</li> <li>• What materials are attracted to a magnet?</li> </ul>	<ol style="list-style-type: none"> <li>1. Investigate a complete simple circuit (batteries, bulbs, wires, switches).</li> <li>2. Recognize that electricity and circuits can produce light, heat, sound, and magnetic effects.</li> <li>3. Differentiate between objects and materials that are conductors and insulators of electricity.</li> <li>4. Explore positive and negative charges by static electricity.</li> <li>5. Explore the strengths of various magnets.</li> <li>6. Investigate which materials are attracted to a magnet.</li> </ol>
<b>PS-3</b>	<ul style="list-style-type: none"> <li>• What materials are interactive with a magnet?</li> <li>• What are the different forces of a magnet?</li> <li>• How does gravity act as a magnet?</li> </ul>	<ol style="list-style-type: none"> <li>1. Observe and record the interactions of magnets with various objects.</li> <li>2. Explore the ability of magnets to push or pull objects or each other.</li> <li>3. Recognize that the Earth's gravitational force pulls any object towards it.</li> </ol>
<b>PS-4</b>	<ul style="list-style-type: none"> <li>• How can electricity hurt you?</li> <li>• What are some safe ways to use magnets?</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe and practice appropriate safety precautions when using electricity.</li> <li>2. Describe and practice appropriate safety precautions when using magnets.</li> </ol>

# Magnets & Electricity

Resources/Activities	Vocabulary
<ul style="list-style-type: none"><li>• Magnets/Electricity Kit (Keene)</li><li>• PSNH Consultant (Lucile Wilson)</li><li>• Create a tool with batteries</li></ul>  <p>A detailed list of the strands (PS-1 through PS-4) can be found at the front of this curriculum guide.</p>	<p><i>attract</i> – to pull toward</p> <p><i>battery</i> – two or more dry cells that work together</p> <p><i>cell (electric)</i> – a device that can store or release electrical energy</p> <p><i>circuit</i> – a path in which electricity flows</p> <p><i>compass</i> – an instrument used to determine geographic direction</p> <p><i>conductor</i> – any material in which energy can flow</p> <p><i>cow magnet</i> – a magnet inserted in a cow to attract iron or metal that they may eat</p> <p><i>current</i> – a constant flow of electrons through a conductor</p> <p><i>electromagnet</i> – a temporary magnet that gets its force from electricity</p> <p><i>gravity</i> – the force that pulls objects to each other</p> <p><i>Lodestone</i> – a rock having magnetic properties, also called magnetite</p> <p><i>insulator</i> – a material that is a poor conductor of electricity</p> <p><i>magnet</i> – any material that can attract iron or steel</p> <p><i>magnetic poles</i> – the strongest areas of a magnet</p> <p><i>magnetic fields</i> – the area in which magnetic force can be felt or measured</p> <p><i>magnetic materials</i> – things that are attracted by magnets</p> <p><i>repel</i> – to push away</p> <p><i>static electricity</i> – electricity that stays in one place instead of flowing in a current.</p>

# Health

	<b>Essential Questions</b>	<b>Objectives</b> <i>Students need to know:</i>
<b>Alcohol</b>	<p>What is alcohol?</p> <p>What are the effects of alcohol on human body?</p>	<p>How to recognize alcoholic beverages.</p> <p>2.2 The effects of alcohol on the body.</p>
<b>Comm/Enviro Health</b>	<p>What are our community resources?</p>	<p>1.3 Public health services in the community (Community resources help people. Police, fire, Red Cross, food pantry/Community Kitchen)</p>
<b>Family Life &amp; Sexuality</b>	<p><i>Not at this level</i></p>	<p><i>Not at this level</i></p>
<b>Injury Prevention</b>	<p>How do I stay safe around water?</p>	<p>2.1 – 2.2 Why it is important to have adult supervision and a buddy system when near the water.</p> <p>2.3 Safety precautions around water.</p> <p>2.4 How to use a personal flotation device. (life jacket)</p>
<b>Mental Health</b>	<p>What is stress?</p>	<p>2.4 Ways to manage frustration</p> <p>2.5 Ways to manage conflict</p> <p>2.6 How to identify stressors</p> <p>2.7 Ways to reduce stress</p>

Skills linked to assessment	Resources	
Goal Setting & Decision Making  (Alcohol)	<a href="http://kidshealth.org/classroom">http://kidshealth.org/classroom</a>  <a href="http://kidshealth.org">http://kidshealth.org</a>  <a href="http://www.NChealthyschools.org">http://www.NChealthyschools.org</a>	<b>Alcohol</b>
Accessing Information  (Community/Environ)	<a href="http://kidshealth.org/org">http://kidshealth.org/org</a>  <a href="http://kidshealth.org">http://kidshealth.org</a>  <a href="http://www.NChealthyschools.org">http://www.NChealthyschools.org</a>	<b>Comm/Enviro Health</b>
<i>Not at this level</i>	<i>Not at this level</i>	<b>Family Life &amp; Sexuality</b>
Self Management  (Injury Prevention)	<a href="http://kidshealth.org/org">http://kidshealth.org/org</a>  <a href="http://kidshealth.org">http://kidshealth.org</a>  <a href="http://www.NChealthyschools.org">http://www.NChealthyschools.org</a>	<b>Injury Prevention</b>
Self Management Interpersonal Communication  (Mental Health)	<a href="http://kidshealth.org/org">http://kidshealth.org/org</a>  <a href="http://kidshealth.org">http://kidshealth.org</a>  <a href="http://www.NChealthyschools.org">http://www.NChealthyschools.org</a>	<b>Mental Health</b>

	<b>Essential Questions</b>	<b>Objectives</b> <i>Students need to know:</i>
<b>Nutrition</b>	<p>What influences food choices?</p> <p>How does advertizing influence food selection?</p>	<p>1.6, 3.1, 3.2, 3.3, 3.4 What influences food choices. (family, peers, culture, and personal likes and dislikes)</p> <p>3.5 How advertizing can influence you to buy certain foods.</p>
<b>Pers/Consumer Health</b>	<p>How do I keep myself well groomed?</p> <p>How does sunscreen and protective clothing protect my body?</p>	<p>1.2, 1.4, Proper care of skin, hair &amp; nails.</p> <p>1.3 Importance of clean clothing.</p>
<b>Physical Activity</b>	<p>What is healthful physical activity?</p>	<p>1.1 Benefits and risks of physical activity</p> <p>1.2 Phases of a workout</p> <p>1.3 Types of exercise</p> <p>1.4 How to develop personal plans that include a variety of activity</p> <p>1.5 How to develop personal plans including my personal preferences.</p> <p>(Covered in Physical Education Class)</p>
<b>Tobacco</b>	<p>What is second hand smoke?</p> <p>What are the risks of second hand smoke?</p>	<p>What is second hand smoke.</p> <p>1.4 The risks of second hand smoke.</p>

Skills linked to assessment	Resources	
Analyzing Influences  (Nutrition)	<a href="http://kidshealth.org/org">http://kidshealth.org/org</a>  <a href="http://kidshealth.org">http://kidshealth.org</a>  <a href="http://mypyramid.gov">http://mypyramid.gov</a>  <a href="http://www.nourishinteractive.com">http://www.nourishinteractive.com</a>  <a href="http://www.NChealthyschools.org">http://www.NChealthyschools.org</a>	<b>Nutrition</b>
Self Management  (Peer Consumer)	<a href="http://kidshealth.org/org">http://kidshealth.org/org</a>  <a href="http://kidshealth.org">http://kidshealth.org</a>  <a href="http://www.NChealthyschools.org">http://www.NChealthyschools.org</a>	<b>Pers/Consumer Health</b>
Goal Setting Self Management  (Physical Activity)	<a href="http://kidshealth.org/org">http://kidshealth.org/org</a>  <a href="http://kidshealth.org">http://kidshealth.org</a>  <a href="http://www.NChealthyschools.org">http://www.NChealthyschools.org</a>  Physical Education Class	<b>Physical Activity</b>
Self Management  (Tobacco)	<a href="http://kidshealth.org/org">http://kidshealth.org/org</a>  <a href="http://kidshealth.org">http://kidshealth.org</a>  <a href="http://www.NChealthyschools.org">http://www.NChealthyschools.org</a>  Cheshire Coalition for Tobacco Free Communities	<b>Tobacco</b>

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 3**

**Theme: Cities and Towns: Economics**

## **Content Understandings:**

### **Essential Questions:**

What is an economy?

How does the local economy impact your life?

### **Objectives: Students will...**

Identify goods and services provided by the local government

Identify local resources, producers, and consumers

Explore the variety of resources that are provided by different regions and countries

Explain how their family is a part of the local economy

Explain how governments obtain and spend local money

Describe different methods people use to exchange goods and services (money, barter)

### **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

**Key Concepts/ Essential Terms:**

goods	services	resources	consumer	needs	wants
economy	production	market	jobs	taxes	barter
<i>Resources:</i>	natural	renewable	non-renewable	limited	unlimited

**Essential People/Groups:****State Standards addressed:**

SS:EC:4:1.1, SS:EC:4:1.2, SS:EC:4:1.3, SS:EC:4:1.4, SS:EC:4:2.1, SS:EC:4:4.1, SS:EC:4:4.2,

**Activities and Projects:****Resources and Materials:****Assessments:**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 3**

**Theme: Cities and Towns: Civics and Government**

## **Content Understandings:**

### **Essential Questions:**

How are decisions and laws made in your town?

Why is it important to have a government?

### **Objectives: The students will...**

Identify the basic purposes of the U.S. government (equal rights, tolerance for others)

Explain the rights and responsibilities of a citizen (taxes, voting, citizenship)

Compare and contrast differences between cities and towns (government, population, services, etc.)

Explain the structure of a local government (mayor, city council, town meeting, selectmen, land use, etc.)

### **Essential Skills for Social Studies addressed:**

(From the NH Social Studies Curriculum Frameworks)

**Key Concepts/ Essential Terms:**

government	mayor	city	town	population	citizenship
laws	democracy	taxes	selectmen	city council	election
ballot	voting	rights	tolerance	responsibilities	liberty
candidate					

**Essential People/Groups:****State Standards addressed:**

SS:CV:4:1.1, SS:CV:4:1.2, SS:CV:4:2.2, SS:CV:4:4.1

**Activities and Projects:****Resources and Materials:****Assessments:**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 3**

**Theme: Cities and Towns: History**

## **Content Understandings:**

## **Essential Questions:**

What is the origin of our city/ town and how has it changed through time?

How have major historical events and people shaped our city/ town?

What aspects of culture define our city/town?

## **Objectives: Students will...**

Describe the development of your city/ town through the years

Identify contributions of local individuals

Identify current and historical local events

Describe changes in technological inventions (housing and transportation) and economic production (mills) over time

Explore the ways that art, music, and literature have influenced your community

Analyze the impact of major national and state events on everyday life (911, presidential elections, etc.)

Compare the present day societal roles of women and children with those in early times

Explore the diversity within your city/ town and how it has changed over time

## **Essential Skills for Social Studies addressed: (From the NH Social Studies Curriculum Frameworks)**

### **Key Concepts/ Essential Terms:**

mills  
value  
culture

agriculuture  
migration  
immigrant

manufacturing  
belief  
tradition

settlers  
ethnic  
diversity

### **Essential People/Places:**

### **State Standards addressed:**

SS:HI:4:1.1, SS:HI:4: 3.1, SS:HI:4:3.2, SS:HI:4: 4.1, SS:HI:4:4.2, SS:HI:4:5.2, SS:HI:4:5.3, SS:HI:4:5.4

### **Activities and Projects:**

### **Resources and Materials:**

### **Assessments:**

# SAU29 SOCIAL STUDIES CURRICULUM

**Grade: 3**

**Theme: Cities and Towns: Geography**

## **Content Understandings:**

## **Essential Questions:**

What is a region?

How do landforms affect the way people live?

How do geographic tools help us to understand the Earth?

## **Objectives: Students will...**

Identify and utilize various geographic tools such as maps, globes, graphs, diagrams, photographs, satellite- produced images

Describe and locate major geographic features (mountain ranges, latitudes, longitude, etc.) on the Earth/globe

Locate and label the New England states

Locate and label their city or town

Identify major geographic features that are found in the Monadnock region

Identify geographic characteristics that are unique to the Monadnock region

Identify reasons why people have settled in the Monadnock region through the years

Identify cultural contributions that various groups have brought to the area

Explain how the environment impacts where people live

Describe the different ways natural resources can be used

## **Essential Skills for Social Studies addressed:**

**(From the NH Social Studies Curriculum Frameworks)**

## Key Concepts/ Essential Terms:

geography topographic map Tropic of Capricorn physical map resource map map key cape delta desert  
equator prime meridian Tropic of Cancer political map compass rose island bay ocean lake  
region cardinal directions longitude latitude continent isthmus gulf state city  
town population density map capital mountain atlas

## Essential People/Groups:

## State Standards addressed:

SS:GE:4:1.1, SS:GE:4:1.2, SS:GE:4:1.3, SS:GE:4:1.4, SS:GE:4:2.1, SS:GE:4:2.2, SS:GE:4:2.3,  
SS:GE:4:2.4, SS:GE:4:2.5, SS:GE:4:3.1, SS:GE:4:4.1, SS:GE:4:4.2, SS:GE:4:4.3, SS:GE:4:5.4

## Activities and Projects:

## Resources and Materials:

## Assessments: