

Concord Public Schools



Curriculum Overview Grade 3

CPS Mission

To educate all students as lifelong learners, caring citizens, and responsible contributors in our increasingly diverse global society.

CPS Vision

Students of Concord actively seek varied pathways through which they achieve their potential and find joy in learning. They will possess a strong sense of self and embrace their responsibilities as members of our ever-changing local and global communities.

CPS Values

- Belonging • Excellence • Engagement
- Inclusion • Innovation

English Language Arts

The Grade 3 literacy curriculum supports independence and ownership in reading, writing, listening and speaking. The following key elements are taught explicitly in reading instruction:

- Phonics (**Fundations**)
- Fluency
- Vocabulary
- Comprehension

Students participate in daily readers' and writers' workshops that include a focus lesson, small group time, and independent practice, allowing for differentiated instruction. Students are immersed in literacy throughout their day with interactive read aloud, shared reading, shared writing, and poetry. Literacy skills are also practiced within science and social studies content.

Grade 3 Content Standards

Reading

- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
- Ask and answer questions about key details in text to determine the central message, lesson, or moral
- Demonstrate an understanding of the text providing evidence to support predictions and conclusions

Writing

- Follow the writing process to compose narrative, opinion, and informative pieces

Speaking & Listening

- Demonstrate appropriate communication skills by actively listening and contributing to collaborative discussions on third grade topics and texts

Language Conventions

- Apply grade-appropriate standard English conventions for sentence structure, usage, punctuation, and capitalization
- Spell high-frequency and learned spelling patterns when writing
- Acquire new vocabulary across the curriculum

Math

Through the Everyday Math 4 curriculum, students engage in a daily math block with emphasis on the use of concrete, real-life examples of key mathematical concepts, use of hands on manipulatives, collaborative games, and exposure and practice with multiple problem-solving strategies. Everyday Math is a spiral curriculum; essential content is revisited repeatedly over months and across grades. Content is differentiated to meet student needs to provide a balanced combination of procedure and understanding.

K - 5 Mathematical Practice Standards: Makes sense of problems and persevere in solving them; constructs viable arguments and critiques the reasoning of others; models with mathematics; attends to precision

Grade 3 Content Standards

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division
- Understand properties of multiplication and the relationship between multiplication and division
- Multiply and divide within 100
- Solve problems involving the four operations, and identify and explain patterns in arithmetic

Number and Operations in Base Ten

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

Number and Operations—Fractions

- Develop understanding of fractions as numbers
- Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects

Measurement and Data

- Represent and interpret data
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition
- Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures

Geometry

- Reason with shapes and their attributes

Social Studies

Students play an active role as historians looking at artifacts, maps, and other primary sources to learn about the different communities of people that have inhabited Massachusetts. Students seek to answer these essential questions: *How did geography, the environment and climate influence and shape the daily lives of the people who lived in Concord and Massachusetts? What can happen when two different cultures interact? What is freedom? What levels of freedom did members of these communities have and why? How has Concord both remained the same and changed over time and how might Concord change in the future?* Finally, students learn about the Massachusetts people who led the American Revolution.

Science

The elementary science program is designed with inquiry-based experiences that promote the development of science and engineering practices including measuring; observing phenomena; making predictions; collecting, organizing recording, analyzing and interpreting data; formulating and generating questions; forming hypotheses; designing experiments; and drawing conclusions.

Life Science: Organisms and their Environment

Earth Science: Water and Climate

Physical Science: Motion and Matter

Technology/Engineering: At the STEAM Lab, Students progress through the steps of the Engineering Design Process as they work collaboratively to come up with solutions to content-aligned challenges.

Specialist Subjects

Art

Students work with a variety of art materials to explore drawing, painting, collage, printmaking and sculpture. All art lessons are sufficiently open ended to encourage individual problem solving at the appropriate developmental level. While the design of the art lessons directs students toward a specific concept or lesson objective, one of the unique aspects of the art curriculum is that there is never a "right answer". Instead, problem solving belongs to each individual student. At all levels, the lessons aim to encourage students to consider the questions: *What is my idea? How can I use what I know about this material to communicate my idea? What visual strategies do I know and what are some new ones I can discover? What can I learn from my classmates during this process?*

Library

Students will learn to search the online catalog by author, title and subject to find books. They will learn that nonfiction books are arranged by the Dewey Decimal System and are located on the shelf by subject area. Students will explore digital citizenship topics such as digital safety, digital etiquette, and cyberbullying. They will recognize forms of media, the influence they have, and will begin to recognize advertising techniques of persuasion.

Music

Grade 3 Music is built on a foundation of feeling the steady beat, singing, listening and moving to a varied seasonal and multi-cultural repertory of songs, dances and games. Students add solfege pitches low la and low sol to previously learned notes do, re, mi, so, and la. Students add the rhythm "Ta-ka-di-mi" (sixteenth notes), to previously learned rhythms Ta (quarter note), Ta-di (beamed eighth note), quarter rest, and "Too" (half note). They explore all concepts through active participation, and improvisation and composition on rhythmic and melodic instruments. Learning to play the recorder is an integral, unifying component in the curriculum that lends itself to the additional musical skills of reading, writing and playing standard notation. In addition, students experience a district-wide "Musician of the Month."

Physical Education

The physical education program introduces students to a variety of motor experiences aimed at fostering positive attitudes towards exercise. It emphasizes the development of skills, strength, speed, coordination, self-confidence, and self-image. There is a focus on

Physical Education (continued)

transitioning from primary activities to more advanced ones typical of intermediate grades, including movement patterns, ball activities, and fitness through team games, cooperative exercises, gymnastics, and dance. Social and emotional growth is promoted through teaching concepts such as cooperation, problem-solving, teamwork, fair play, and respect for differences.

Spanish

Students receive Spanish instruction with lessons centered on these essential questions: *Who am I? How do I talk about food and what I eat for lunch? How are sports in the United States similar/different from sports played in Spanish speaking countries?* Students learn the Spanish language and Hispanic cultures through direct instruction, stories, songs, videos, games, and varied activities. The topics covered in third grade include food, the rainforest, and sports.

Social Emotional Learning

SEL is an integral part of education and human development. It sets the foundation for learning as students learn the concepts and skills that allow them to be self-reliant, work collaboratively, and be positive, respectful members of their school/classroom communities. Through the Responsive Classroom approach, Concord students learn and practice these SEL competencies:

- Self-Management
- Self-Awareness
- Responsible Decision Making
- Social Awareness
- Relationship Skills

