



Grade 3 Curriculum Overview

English Language Arts Grade 3

Learning standards in English Language Arts are organized into five strands: Reading, Writing, Speaking and Listening, and Language. Each strand is one aspect of the processes of communication and is closely connected to the others.

Reading Informational Text

The Massachusetts English Language Arts Frameworks (2011) call for students to do a substantial percentage of reading of informational text. In Grades K-5, the reading of informational text is integrated into the Science, Technology, Engineering curriculum and the Social Studies curriculum in an effort to build students vocabulary and concept knowledge and their understanding of the content being studied.

Reading Foundational Skills

Foundational skills, including phonics, word recognition and fluency, provide the backbone of Newton's comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.

Third graders in Newton learn phonics through the Wilson Foundations© phonics program. Fluency instruction is woven into daily whole class, individual and group reading lessons.

Literary Text Units of Study

Launching Readers Workshop

Overview: Students are introduced to the routines, procedures, and processes of reading workshop. In addition they define and practice academic strategies, including: analyzing, evaluating, summarizing, comparing and contrasting, predicting, explaining, inferring.

Key Understandings:

- Readers grow stronger by getting lost in books, building their reading stamina, and reading fluently.
- Readers develop and sustain independent reading lives.
- Discussing texts with other readers can deepen our understanding.

Essential Questions:

- What are the habits that will build reading stamina, engagement and fluency?
- How do readers sustain independent reading lives?
- Why and how do readers talk about reading?

Communities in Realistic Fiction

Overview: : Students analyze the development of the central message in a book through the characters' thoughts, feelings, actions and changes. Themes include how communities and supportive families can help characters solve problems.. .

Key Understandings:

- Realistic fiction helps readers understand their own lives and the lives of others.
- People understand others by making inferences based on how they act, what they do and say, and what others say about them.
- Discussing texts with other readers can deepen understanding.
- Writing about reading helps readers to organize, recall, and understand important information.

Essential Questions:

- How can realistic fiction inform our own lives?
- What can we learn about real--life problems; how characters attempt to solve problems; character motivations and attributes?
- How do words and illustrations help readers to make inferences about characters?
- How do authors show characters changing over time?
- How do readers derive an author's central message in a book?

Mysteries

Overview: Students learn the predictable features in mysteries that make them engaging and that help the reader follow the plot and solve a mystery. Effective mystery readers actively read and revise their thinking as new evidence is presented by asking questions, making predictions and inferences and summarizing text.

Key Understandings:

- Suspense is an essential element of a mystery.
- Predictable features in mysteries make them engaging and help readers follow the plot and solve the mystery.
- Mysteries occur in real life.
- Readers must collect clues throughout a mystery to solve it.

Essential Questions:

- What features make mysteries engaging and help readers to follow the plot and solve the mystery?
- How do readers revise their thinking as new evidence is presented?
- What reading strategies are most helpful as readers understand and solve a mystery?

Readers Meet New Authors: Dick King--Smith Author Study

Overview: Students experience the joy, wonder and pleasure of reading multiple books by one author. Through read--alouds, guided reading and discussion, students identify and explore themes found in Dick King--Smith's books and learn how the author's interests and life--experiences have influenced his writing.

Key Understandings:

- Authors' lives and works are often connected.
- Readers can identify recurring themes and patterns across an author's work.
- Readers read multiple texts by an author in order to deepen their understanding of writing craft and enjoyment of the author's work.

Essential Questions:

- How does knowing about an author's life help readers understand the author's writing?
- How do we recognize styles, themes and patterns in an author's writing?
- How does reading several works by an author help us to grow as readers and increase our enjoyment and understanding of the author's work?

Tales Have Deep Roots: Folktales – Themes and Variations

Overview: From the earliest times to the present, storytellers have retold variations of tales that reflect the context of their cultures. They convey universal and timeless themes such as good triumphing over evil and hard work being rewarded over selfishness and laziness. By reading variations of tales, students will see that folktales are similar in their narrative structures and essential elements of the genre, while they differ in cultural details.

Key Understandings:

- Folktales change as they are told from generation to generation in different cultures and contexts.
- Characters in folktales tend to be good or evil.
- Folktales endure because they contain universal themes.
- Folktales' settings, characters, problems, resolutions, and messages reflect the cultures they come from.
- Changing one story element requires changing others.

Essential Questions:

- What are the characteristics of folktales?
- How does knowing characteristics of folktales help readers better understand them?
- How are story elements alike and different across different versions of folktales?

Poetry

Overview: Throughout the school year students explore poems connected to the science and social studies curriculum, while learning poetic elements: lines and stanzas, rhyme and repetition, similes, alliteration, and word choice.

Key Understandings:

Essential Questions:

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| <ul style="list-style-type: none"> • Readers can make personal connections to poetry as well as connections between poems and the world. • Poems have distinct identifying features and elements. | <ul style="list-style-type: none"> • How do readers relate to poems? • How do can poems help explain the world? • What makes a poem a poem? |
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Writing

Units of study in third grade are designed to help students improve skills in planning, revising, editing, and publishing while writing in the genres of narrative, opinion, and information.

Crafting True Stories (Narrative)

Overview: Students build on their experience writing personal narratives in earlier grades by writing with increased independence and close attention to detail. They tell stories to one another, filling them with close, rich detail, and set goals for themselves to build volume and strengthen writing craft.

Key Understandings:

- Writers imagine the kind of writing they want to make and set goals for themselves.
- Writers draft and revise to make their writing more powerful, often referring to published “mentor” texts for ideas.
- Narrative writers tell stories bit--by--bit with powerful detail, rather than summarizing

Essential Questions:

- How do writers write with volume and independence?
- What can writers learn from looking closely at the books of mentor authors?
- What are the characteristics of good stories?

The Art of Information Writing

Overview: Students write “expert books” about familiar topics, using a variety of text structures and features and incorporating some research. Then they apply these skills to short research projects about social studies topics.

Key Understandings:

- Information writers make choices about organizing their information to do the most powerful teaching.
- Information writers can elaborate on their topics using a variety of structures and craft techniques.
- Information writers teach their readers by using text features and expert words and carefully checking facts and grammar.

Essential Questions:

- How do writers teach readers about what they know?
- How do writers teach readers about what they have learned in school?

Change the World: Persuasive Speeches, Petitions, and Editorials

Overview: Students write persuasive speeches, petitions and editorials, sharing their opinions about how the school could be improved and about inspirational people in the school community. Then they form collaborative “cause groups,” researching and writing about issues in the world.

Key Understandings:

- People give speeches in order to persuade others of their ideas.
- Petitions can be used to gather popular support to make change.
- Opinion writers choose topics about which they have strong opinions, making cases for them by including claims, reasoning, and examples.

Essential Questions:

- How do people convince others to make change?
- How do opinion writers research their topics to learn more and support their ideas with evidence?

Once Upon a Time: Adapting and Writing Fairy Tales (Narrative)

Overview: In this unit, which builds on the reading unit about folk tales, students adapt traditional fairy tales and write original fairy tales. They tell, act--out, and write their tales.

Key Understandings:

- Writers can create their own fairy tales by adapting classic ones.
- Fairy tales’ settings, characters, problems, resolutions, and messages are interrelated. Changing one element requires changing others.
- Fairy tales use specific, recognizable language.

Essential Questions:

- How do writers retell a fairy tale to make it their own, yet still recognizable?
- How do writers use special language to make their fairy tales sound like fairy tales?
- How do writers plan and write their own, original fairy tales?

Speaking and Listening

The speaking and listening standards require students to develop a range of oral communication and interpersonal skills. Students develop these skills by participating in numerous opportunities to listen to, speak about, and present ideas throughout the school day.

In Grade 3, students learn how to draw on reading to prepare for discussions, listen to one another with care, and gain the floor in respectful ways. Students also learn how to ask and answer questions to clarify comprehension, stay on topic, and link their comments to the remarks of others. As part of expanding their speaking and listening skills, students learn how to determine the main ideas and supporting details of texts presented in a variety of media, and to ask and answer questions about information from a speaker.

Language: Conventions, Use, and Vocabulary

The language standards include the essential rules of standard written and spoken English, and they also approach language as a craft that involves making choices about the variety of ways language

can be used to communicate our ideas and understandings. The vocabulary standards focus on expanding students' knowledge of their world by understanding words and concepts. Students learn to understand the layers of meaning in words and to use words to communicate clearly and effectively.

Third graders in Newton Public Schools learn vocabulary throughout the reading units of study and spelling through the Wilson Foundations© program.

Handwriting

Efficient, correct, legible formation of letters develops pathways in the brain that over time build automaticity in letter recognition and production. Developing correct letter formation early on helps the writer approach writing with ease. Fluent writing allows the writer to focus on idea development and organization. Students in grade 3 will learn cursive writing through the Newton Alphabet Soup Handwriting program.

Third graders in Newton learn keyboarding and begin developing proficiency in using computers for reading and research as well as for writing in all subject areas.

Social Studies Grade 3

Unit 1: What is history?

Overview: Students are introduced to the idea of learning about the past. Timelines and artifacts help to represent the difference between long ago and today.

Key Understandings:

- History is the story of what happened in the past, even the recent past like this morning or yesterday, as well as long ago.
- Human history concerns humans and what happened to them; their experiences, ideas, creations and inventions, clothing, etc.
- History is true or factual; it really happened. However although history is true, because humans are the ones who tell history, what we read or hear of past events always reflects someone's version of what happened. It is important to try to find the "real" truth; sometimes we need to hear several versions of what happened.

Essential Questions:

- What is history and how do we learn about it?
- Is there more than one version of what happened in history?
- How does who we are influence what history we learn?

Unit 2: Massachusetts Geography

Overview: Rooted in the geography of our state, students are learn cardinality and the landforms and water ways of Massachusetts.

Key Understandings:

- Maps and globes help people describe and explain the earth
- Maps are a flat representation of a region of the earth
- Maps use conventional terminology and symbols to show physical and political features, including a legend and title

Essential Questions:

- How are maps useful to us?
- What can we learn from a map?
- What features do most maps have in common?

Unit 3: The Wampanoag

Overview: Students learn about the culture of the Wampanoag people and the impact of the arrival of English settlers upon them.

Key Understandings:

Essential Questions:

- History is shaped by the people who record it.
- The seasons of the year dictate the activities of the men, women and children living in Massachusetts and New England.
- The Wampanoags contributed to the success of the English settlers.
- The settlers contributed to the decline of the Wampanoag nation.
- Whose story gets told and remembered in history?
- How does environment affect culture? Or, how does your physical environment affect how you live?
- How did the meeting of the Wampanoags and pilgrims change each group?

Unit 4: The Pilgrim Story

Overview: This unit focuses on the 1620s and the founding of the Plimoth colony.

Key Understandings:

- The Pilgrims left their homes in Europe because of religious persecution.
- People overcome many challenges to accomplish goals.
- People in competition can work together to achieve shared aims

Essential Questions:

- Why do people leave their homeland?
- What are the challenges people face when they move?
- How do people from different cultures learn to work together to have their needs met?

Unit 5: Colonial Newton and Boston

Overview: Students learn about the history of Newton and Boston in the Colonial era.

Key Understandings:

- There were physical changes to the city of Boston and Newton in 1774 (roads, center of town, meeting house, bodies of water, etc.)
- Daily life changed from the 1620s in Plimoth to the 1770s in colonial times. How do people adapt to a new environment?
- The relationship between the colonists and England changed.
- People move from place to place for different reasons

Essential Questions:

- How and why do communities change?
- Why do city landscapes change?
- What do people do when they feel like they are being treated unfairly by their government?

Science & Technology/Engineering Grade 3

Unit 1: Phenomenal Trees

Overview: Students identify characteristics that allow for survival and identify ways that energy enters a plant in the form of sunlight. Tree investigations include classification, contrasting life and seasonal cycles, the life cycle includes reproduction and decomposition. Organisms can survive best only in habitats in which their needs are met.

Key Understandings:

- Trees are plants and plants have unique and diverse life cycles.
- Reproduction is essential to the continued existence of every kind of organism.
- Energy derived from food is needed for all organisms (plants and animals) to stay alive and grow.
- Many characteristics of organisms are inherited from parents; other characteristics result from interaction with the environment.
- For a particular environment, some kinds of organisms survive well, some less well, while other cannot survive at all.

Essential Questions:

- How do trees and plants live, grow, respond to their environment, and reproduce?
- How do the structures of a tree (plant) enable life's functions?
- How do trees (plants) obtain and use the matter and energy they need to live and grow?
- How can individual trees of the same species vary in how they look?
- What evidence shows that different species are related?
- How do changes in the environment (seasonally and in climate) influence populations of trees (plants)?

Unit 2: Investigating Things in My World: (Observing and Measuring Materials and Objects)

Overview: All matter has characteristic properties that distinguish one substance from another. The distinctive properties of materials are used to explain some aspects of the behavior of objects in terms of the kinds of materials they are made of

Key Understandings:

- Materials have observable physical properties such as color, size, texture, flexibility, etc.
- Objects can be described in terms of their weight and volume and the materials they are made of (clay, cloth, paper, etc.).
- Same size objects can have different weights when they are made of different materials.
- Materials can be subdivided into small pieces and the pieces still have weight.
- Two solid objects cannot occupy the same space.
- The amount of 3D space that objects occupy can be compared.

Essential Questions:

- How can we distinguish between objects and materials?
- How are materials the same and different?
- What kind of material makes an object work well?
- How can we measure and compare the weights of our cubes?
- Do very tiny things have weight?
- What does it mean to take up space?
- Does changing the shape of an object change its volume?

Unit 3: Tents & Towers

Overview: Students design and build a prototype to accomplish a design task based on the specific properties of paper, and explain their rationale for their design. They test out their construction and propose a redesign to improve function. Students learn how appropriate materials, tools, and machines extend our ability to solve problems and invent.

Key Understandings:

- Appropriate materials, tools, and machines extend our ability to solve problems and invent.
- Engineering design requires creative thinking and strategies to solve practical problems generated by needs and wants.

Essential Questions:

- What is the tallest paper tower that will withstand the force of blown air?
- What changes to the design would make this design more successful?

Unit 4: Amphibians and Animal Classification

Overview: Although all organisms have common stages of development, details of life cycles are different for different organisms. The great variety of living things can be sorted into groups in many ways using various characteristics to decide which things belong to which group.

Key Understandings:

- Animals have unique and diverse life cycles.
- Energy derived from food is needed for all organisms (plants and animals) to stay alive and grow.
- Animals have body structures enabling them to grow and survive in their habitat.
- Reproduction is essential to the continued existence of every kind of organism.
- Many characteristics of organisms are inherited from parents; other characteristics result from interaction with the environment
- For a particular environment, some kinds of organisms survive well, some less well, while others cannot survive at all.

Essential Questions:

- How do different amphibians (animals) live, grow, respond to their environment, and reproduce?
- How do the structures of an amphibian's (animal's) body support life's functions?
- What ways do individual amphibians (animals) of the same species vary in how they look?
- What evidence shows that different species are related?
- How do changes in the environment influence populations of amphibians (animals)?

Mathematics Grade 3

Overview:

- Students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division.
- Students develop an understanding of fractions, beginning with unit fractions. Students view fractions in general as being built out of unit fractions, and they use fractions along with visual fraction models to represent parts of a whole. Students understand that the size of a fractional part is relative to the size of the whole. Students are able to use fractions to represent numbers equal to, less than, and greater than one and solve problems that involve comparing fractions.
- Students recognize area as an attribute of two-dimensional regions. They recognize that rectangular arrays can be decomposed into identical rows or into identical columns. By decomposing rectangles into rectangular arrays of squares, students connect area to multiplication, and justify using multiplication to determine the area of a rectangle.
- Students describe, analyze and compare two-dimensional shapes by examining their sides and angles to connect these with definitions of shapes. They relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.

In third grade, students will be working throughout the year on:

Mathematical Content

Operations and Algebraic Thinking

- Solving word problems using addition, subtraction, multiplication and division with one or two steps

Number and Operations

- Multiplying and dividing up to 10×10 quickly and accurately, including knowing the times tables from memory
- Beginning to multiply numbers with more than one digit
- Understanding fractions and relating them to the familiar system of whole numbers

Measurement and Data

- Measuring and estimating weights and liquid volumes, and solving word problems involving these quantities
- Finding areas and perimeters of shapes, relating area to multiplication
- Representing and interpreting data

Geometry

- Reasoning about shapes and their properties to develop foundations for area, volume and geometry in later grades

Mathematical Practices

- Making sense of problems and persevering in solving them
- Reasoning abstractly and quantitatively
- Constructing viable arguments and critiquing the reasoning of others
- Modeling with mathematics
- Using appropriate tools strategically
- Attending to precision
- Looking for and making use of structure
- Looking for and expressing regularity and repeated reasoning

Social and Emotional Learning Upper Elementary Grades

To succeed academically and become empathic, engaged, and ethical citizens, students need opportunities to develop social and emotional competence. NPS's social and emotional (SEL) approach fosters resiliency, responsibility, supportive relationships, and reflection and provides opportunities for students to develop and practice important social and emotional competencies. Social and emotional competence includes the knowledge, skills, attitudes and beliefs that allow students to

- Set and achieve goals
- Regulate and manage emotions and have self-compassion
- Take the perspective of another and feel empathy
- Establish and sustain positive and mutually satisfying relationships
- Make responsible decisions

Reflection and Resilience: Self-Awareness and Self-Management

Overview: Central to social and emotional competence is the ability to recognize one's emotions and thoughts and their influence on behavior and to have strategies for managing emotions and expressing them constructively. These self-awareness and self-management skills strengthen one's ability to handle stress, control impulses, feel empathy for self and others, and motivate oneself to persevere in overcoming challenges to achieving goals.

Related self awareness skills include being able to accurately assess one's strengths, interests, and limitations, build on strengths and effectively connect with family, school, and community resources when needed. Self-management skills also include the ability to create hopes and goals and monitor progress toward achieving academic and personal goals.

Key Understandings:

Identify and manage emotions and behavior

- Describe a range of emotions and the situations that might cause these emotions
- Identify observed emotions in self and others
- Describe and demonstrate ways to cope with strong emotions and express emotions in constructive manner
- Tolerate failure or frustration and persevere with efforts
- Cease to use emotional expressions that cause upset in or conflict with others
- Recognize personal qualities and external supports
- Describe personal skills and interests that one wants to develop
- Explain how family, school and community members can support school success and achievement of goals

Demonstrate skills related to achieving personal and academic goals

- Describe the steps in setting and working toward goals
- Recognize connection between school-wide and classroom expectations and goal achievement
- Monitor progress on achieving a short-term personal goal
- Exhibit growth mindset and persevere in face of challenge

Relationships: Social Awareness and Interpersonal Skills

Overview: Building and maintaining positive and rewarding relationships with others are central to success in school and life. Specific skills include the ability to recognize the thoughts, feelings and perspective of others, including those different from one's own. In addition, establishing positive peer, family and work relationships requires skills in active listening, cooperating, communicating respectfully, and constructively resolving conflict with others, and seeking and offering help when needed.

Key Understandings:

Recognize the feelings and perspectives of others

- Identify verbal, physical, and situational cues that indicate how others may feel
- Describe the expressed feelings and perspectives of others
- Listen actively and carefully

Recognize individual and group similarities and differences

- Identify differences among and contributions of various social and cultural groups
- Demonstrate how to effectively work with those who are different from oneself Use communication and social skills to interact effectively with others
- Follow school and classroom rules and expectations
- Describe approaches for making and keeping friends
- Demonstrate skills for making friends
- Analyze ways to work effectively in groups
- Demonstrate ability to be an effective group member, including negotiating, encouraging others and taking on different roles
- Able to speak up for oneself and demonstrate assertiveness skills
- Demonstrate skills for dealing with challenging social situations

Demonstrate ability to prevent, manage and resolve interpersonal conflicts in constructive ways

- Describe causes and consequences of conflicts
- Apply constructive approaches and problem solving models in resolving conflicts
- Negotiate disputes to de-escalate conflicts
- Admit mistakes and apologize with words and actions

Responsibility: Decision-Making and Responsible Behavior

Overview: Promoting one's own health, avoiding risky behavior, dealing honestly and fairly with others and positively contributing to classroom, school, family, community and environment are critical aspects of citizen engagement in a democratic society. Becoming an effective citizen leader requires an ability to make constructive and respectful choices about personal behavior and social interactions. This includes the ability to make decisions and solve problems on the basis of accurately defining what decisions need to be made, generating alternative solutions, anticipating the consequences of each on well-being of self and others, and evaluating and learning from one's decision making.

Key Understandings:

Consider ethical, safety and societal factors in making decisions

- Demonstrate the ability to respect the rights of self and others
- Demonstrate knowledge of how social norms affect decision making and behavior
- Identify risky behavior and destructive choices

Apply decision making skills to deal responsibly with daily academic and social situations

- Identify and apply problem solving models to decision making
- Generate alternative solutions and evaluate their consequences for a range of situations
- Analyze problem situations to overcome obstacles
- Follow through on commitments

Contribute to the well-being of one's school and community

- Identify and perform roles that contribute to one's school community
- Identify and perform roles that contribute to one's community

Elementary Music

Music Literacy

Overview: Music has a unique language of symbols and vocabulary. Students will develop their music literacy through a broad range of music making activities.

Key Understandings:

Music literacy includes the ability to:

- assign age--appropriate musical notation for rhythmic and melodic sounds
- read and perform from standard musical notation, including:
 - o whole note, half notes, quarter note, double eighth notes, quadruple sixteenth notes, quarter rest.
 - o an ascending melody and a descending melody
 - o tonal patterns that step and skip
 - o measures, bar lines, double bar lines, repeat signs, note values in bar lines.

Creating Music

Overview: Music can be created with the human voice, with traditional instruments and with non--traditional objects. Each is an application of music literacy.

Key Understandings:

Students create music by playing classroom instruments, demonstrating knowledge of:

- Keeping a steady beat
- Keeping a steady tempo
- Performing patterns on pitched and un--pitched percussion instruments
- Playing instruments with proper technique: posture, hand position

Students create music by singing, demonstrating knowledge of:

- Matching pitch
- Healthy vocal production
- Solo and ensemble singing
- Rote repetition
- Singing with appropriate expression

Creative Expression and Movement

Overview: Music is an expressive art form that allows individuals and groups to communicate emotions, ideas, cultural identity, and religious beliefs. Music inspires physical movement and accompanies traditional and contemporary dance and creative movement.

Key Understandings:

Music accompanies purposeful movement:

- choreography
- imitation
- responding to musical elements through appropriate movement,
- creating formations with a group of fellow students

Music accompanies and inspires creative movement:

expressive response to music
improvised movement

Music expresses cultural identity:

- Composition
- Folk dances
- Play parties game songs

Performance Etiquette

Overview: Students learn to appreciate musical performance from multiple perspectives.

Key Understandings:

As audience members, students demonstrate understanding of performance etiquette by:

- listening attentively
- displaying respectful audience behavior

As active listeners, students demonstrate understanding of performance etiquette by:

- describing an emotional experience of music
- describing the elements of music using age--appropriate musical terminology

As performers, students demonstrate understanding of performance etiquette by:

- displaying appropriate presentation
- assessing the performance of self and others using age--appropriate musical terminology
- allowing mistakes to be learning experiences

Elementary Visual Art

The core concepts of skill building, art making, envisioning and reflecting, connecting and interacting remain constant throughout the students' elementary experience. Lessons spiral and build on previous learning, cultivating development of craft and mastery of skills. The curricula are non-linear; units spiral with concepts and experiences repeating with greater variation and complexity each year.

Skill Building

Overview: Students will learn to use a variety of tools and materials and apply techniques through hands on creative exploration. Through these experiences students will discover the possibilities and limitations of different media, invent new techniques, and begin to formulate ideas about the creative potential inherent in each.

Key Understandings:

Artists use a variety of art tools, materials and techniques including

- Drawing: pencil, pen, marker, pastel, etc.
- Painting: tempera, watercolor, acrylic, etc.
- Ceramics: pinching, rolling, texturizing, attaching, glazing, etc.
- Collage: cutting, pasting, overlapping, contrast, composition, etc.
- Sculpture: wood, paper, cardboard, recycled materials, etc.
- Printmaking: stamping, relief printing, monoprinting
- Fiber Arts: weaving, sewing, felting, knitting, etc.

Art Making

Overview: Students will explore different approaches to art-making and discover how as artists they can develop and express their ideas applying the elements and principles of design through visual media.

Key Understandings:

Artists use a variety of approaches to art-making including

- Observation
- Imagination
- Memory
- Improvisation
- Collaboration
- Abstraction

Artists use the elements and principles of design to communicate and express their ideas:

- Elements: Line, Shape, Form, Space, Color, Texture, Pattern
- Principles: Rhythm, Movement, Balance, Proportion, Emphasis, Contrast, Variety, Unity

Envisioning and Reflecting

Overview: Students will envision and reflect on their work within the context of both the classroom community and art world. Through sharing work with others, students will apply appropriate art vocabulary and discover ways to evaluate and revise their work to better express their ideas

Key Understandings:

- There are multiple solutions to a single visual problem.
- Art making is a creative process that incorporates envisioning, engaging, reflecting, and revising that requires one to take risks and embrace uncertainty.
- Art is meant to be viewed and discussed.

Connecting

Overview: Students will explore how art has been made and valued throughout time and place and has brought about the visual culture in which they presently interact.

Key Understandings:

- Art is a universal visual language
- Art has been made by humans throughout time all over the world
- Art reflects the culture in which it is made incorporating unique systems of symbols and artistic traditions
- Art is embedded in multiple disciplines
- Art and life are connected

Interacting

Overview: Students will learn to behave as artists and as part of an artistic community showing respect for art materials, peers, and themselves.

Key Understandings:

Artists show respect for materials, peers, and themselves by:

- Providing proper care and maintenance of art materials
- Organizing space and materials in relation to fellow students
- Demonstrating proper etiquette in galleries and museums
- Using purposeful art critique and criticism methods

Elementary Physical Education, Health, and Wellness

The goal of Physical Education, Health & Wellness is to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity.

Motor Skills and Movement Patterns

Demonstrates Competency in a variety of motor skills and movement patterns.

Overview: The students will work on three skill areas: locomotor movements, nonlocomotor movements and manipulatives. These skills are developed over time and spiral through the physical education curriculum. Mature patterns in each area can only be achieved through practice.

Key Understandings:

Locomotor Movements

- Demonstrates mature patterns of locomotor skills
- Combines locomotor & manipulative skills
- Uses appropriate pacing for running a variety of distances

Nonlocomotor

- Combines balance and transferring weight with a partner
- Performs curling, twisting & stretching actions with correct application

Manipulative

- Throws for accuracy under and overhand using a mature pattern
- Catches a ball using a mature form at all levels
- Combines hand and foot dribbling with other skills
- Passes and receives with feet using a mature pattern to a partner as they're traveling
- Demonstrates mature patterns of kicking and punting
- Volleys a ball using two-hands
- Strikes an object consecutively, with a partner using a short handled implement
- Combines manipulative skills and traveling for execution to a target
- Creates a jump rope routine

Movement and Performance

Overview: Students apply knowledge of concepts, principles, strategies and tactics related to movement and performance.

Key Understandings:

Movement Concepts

- Combines spatial concepts with locomotor & nonlocomotor movements
- Demonstrates movement concepts and strategies in game situations
- Applies basic offense & defense strategies & tactics
- Recognizes the type of throw, volley or striking action needed for different games & sports situations

Physical Activity and Fitness

Overview: Students will demonstrate the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Key Understandings:

Physical Activity Knowledge and Engagement

- Charts and analyzes physical activity outside of PE class for fitness benefits
- Actively engages in all activities of PE

Fitness Knowledge

- Differentiates between skill-related & health-related fitness
- Identifies & understands the need for warm-up & cool down to various physical activities

Assessment & Program Planning

- Designs a fitness plan
- Analyzes results of fitness assessment
- Analyzes the impact of food choices relative to physical activity, youth sports & personal health

Responsible Personal and Social Behavior

Overview: Students will develop responsible personal and social behavior and learn to accept feedback from teachers and peers and interact positively with others.

Key Understandings:

- Engages in physical activity with responsible interpersonal behavior
- Gives corrective feedback to peers
- Accepts, recognizes and actively involves others with both higher and lower skill abilities and group projects

Value of Physical Activity

Overview: Students recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction and learn to be responsible for personal behavior in physical activity environments inside and outside of school.

Key Understandings:

- Examines and compares the health benefits of participating in physical activities
- Analyzes different physical activities for enjoyment & challenge
- Describes social benefits gained from participating in physical activity

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