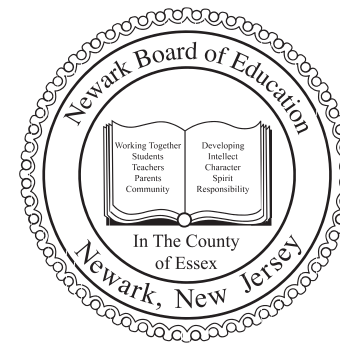


## Health & Physical Education

- Describe the structure and function of the human body systems.
- Classify food by food groups, source, and nutritional content/value.
- Describe signs and symptoms of diseases and health conditions.
- Understand, describe and demonstrate simple first aid procedures.
- Identify different feelings and emotions that people may experience and how they might express these emotions.
- Define teasing, harassment, and bullying and explain why they are wrong.
- Identify individuals and/or other trusted adults to tell if being teased, harassed, or bullied.
- Describe and demonstrate effective communication skills.
- Describe character traits and core ethical values.
- Describe and demonstrate the characteristics of an effective leader.
- Distinguish the difference between over-the-counter and prescription medications.
- Identify the physical and behavioral effects of alcohol and marijuana use.
- Discuss factors supporting healthy relationships with friends and family.
- Describe the physical, social, and emotional changes occurring in puberty.
- Explain the relationship between physical activity and good health.
- Explain how mental health impacts one's wellness.
- Work cooperatively with others.
- Summarize the various forms of abuse and ways to get help.
- Use correct terminology to identify body parts, and explain how body parts work together to support wellness.
- Perform various movement skills demonstrating weight transfer, balance, coordination, and agility.
- Apply a learned movement to various movement setting.
- Discuss good sportsmanship, and demonstrate appropriate player and observer behavior during activities
- Explain components of health- and skill-related fitness.
- Identify and perform locomotor/non-locomotor skills relative to games, sports, dance and gymnastics.
- Apply strategies/tactics in chasing activities.
- Kick a ball along the ground while running.
- Volley an object with an underhand or sidearm striking pattern, sending it forward over a net, to the wall or over a line to a partner.
- Receive and pass a ball with the inside of the foot to a partner.
- Throw underhand/overhand to a partner or target.
- Define and use skill specific vocabulary.
- Explain and demonstrate the use of simple game and activity strategies.

## Visual & Performing Arts

- Evaluate works of art and performances, applying established criteria, and describe appropriateness to the context.
- Relate and explain how main ideas in each art form are similar to or different from one's own experiences, relationships, ideas or perspectives.
- Experience, identify and explain how and where different cultures record and illustrate stories and history of life through the art forms (visual art, music, dance, theatre).
- Maintain an arts journal/sketchbook/notebook.
- Create personally satisfying artwork using a variety of artistic processes and materials.
- Individually or collaboratively construct representations, diagrams, or maps of places that are part of everyday life.
- Develop a work of art based on observations of surroundings.
- Elaborate visual information by adding details in an artwork to enhance emerging meaning.
- Improvise rhythmic and melodic ideas, and describe connection to a specific purpose and context e.g., personal and social.
- Analyze selected music by reading and performing rhythmic patterns and melodic phrases using iconic and standard notation.
- Demonstrate and describe how a response to and/or performance of music can be informed by the structure, the use of the elements of music, and context.
- Identify and experiment with choreographic devices to create simple movement patterns and dance structures e.g., AB, ABA, theme and development.
- Revise movement choices in response to feedback to improve a short dance study and describe differences the changes made in the movements.
- Demonstrate fundamental dance skills (alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.
- Create roles, imagined worlds, and improvised stories in a drama/theatre work.
- Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.
- Consider and analyze technical elements from multiple drama/theatre works.



Roger León  
Superintendent

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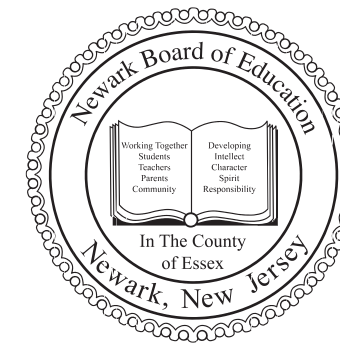
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**Through the  
Lens of  
Teaching and Learning**

**Snapshot  
of  
Third  
Grade**

Newark Board of Education  
765 Broad Street  
Newark, NJ 07102

Dear Parents,

Today is a very exciting time to be in school. Your child will learn new and exciting things by asking questions, exploring, and learning by doing. We want all children to meet with success and develop their highest potential. Listed below are some easy ways you can support your child's success in school.

**Make sure your child has**

- A quiet place to work with good light.
- A regular time each day for doing homework.
- Basic supplies, such as paper, pencils, pens and markers.
- Aids to good organization, such as an assignment calendar, book bag and folders.

**Questions to ask your child**

- What did you do in school today?
- What is your assignment today?
- Is the assignment clear? (If not, suggest calling a classmate for assistance.)
- When is it due?
- Do you need special resources to complete your assignment (e.g., dictionary, glue, paint)?
- For a major project, would it help to write out the steps or make a schedule?
- Would a practice test be helpful?

**Other ways to help**

- Look over your child's homework, but don't do the homework.
- Meet with teachers early in the year and find out about homework policies.
- Review teacher comments on homework that have been returned and discuss them with your child.
- Contact the teacher if there is a homework problem or need you cannot resolve.
- Congratulate your child on a job well done!

**Talk** - Every conversation you have with your child stimulates the mind and helps to develop vocabulary.

**Read** - Reading develops imagination and a love for books. It also develops vocabulary and helps to build knowledge.

**Write** - Encourage your child to try out different types of writing, such as poetry, stories, lists and notes. Writing helps learners generate ideas.

Thank you,

Mr. León  
Superintendent

- Tell stories.
- Ask and answer questions.
- Discuss ideas with peers.
- Demonstrate curiosity.
- Read grade level text accurately, quickly and with expression.
- Read for enjoyment and for at least 30 minutes daily.
- Read literature, historical events, and scientific ideas.
- Learn how multi-syllabic words work by studying the relationship between sounds and symbols and the construction of words.
- Apply what is learned about sounds and letters when writing.
- Understand the meaning of key vocabulary in literature and informational text.
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Study root words, prefixes and suffixes.
- Develop comprehension skills by determining central ideas and themes, by drawing conclusions, inferring, questioning, and clarifying.
- Summarize text.
- Determine author's purpose.
- Write in a variety of forms for many purposes, including descriptions, stories, journals, reports, and letters.
- Select a focus and provide appropriate details to support that focus.
- Organize writing to include an introduction, appropriate transitions, and a conclusion.
- Produce simple, compound, and complex sentences.
- Spell grade-appropriate words correctly, consulting references as needed.
- Ensure subject-verb and pronoun-antecedent agreement.
- Form and use possessives.
- Use end punctuation and commas correctly.
- Use previously learned conventions of Standard English correctly.

- Understand various meanings of multiplication and division.
- Use relationships between operations such as division as the inverse of multiplication to solve problems.
- Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems within 100.

- Solve two-step word problems involving the four operations, and identify and explain patterns in arithmetic within 100.
- Understand the place value structure of the base-ten number system and be able to represent, compare and perform multi-digit arithmetic.
- Describe and make generalizations about numeric patterns.
- Develop understanding of fractions as parts of whole units, as parts of collections, as locations on number line, and as division of whole numbers with denominators 2, 3, 4, 6, and 8.
- Recognize and generate equivalent fractions with denominators 2, 3, 4, 6, and 8.
- Solve problems involving measurement and estimation of intervals of time (to the nearest minute), liquid volumes, and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).
- Represent and interpret data using scaled picture and bar graphs.
- Understand concepts of area and relate area to multiplication and to addition.
- Recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.
- Classify shapes according to their properties and develop definitions of classes of shapes.

- Provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
- Determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
- Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- Construct an argument that some animals form groups that help members survive.
- Provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- Use evidence to support the explanation that traits can be influenced by the environment.
- Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
- Construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

- Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- Describe typical weather conditions expected during a particular season.
- Describe climates in different regions of the world.
- Develop a design solution that reduces the impacts of a weather-related hazard.

- On a current map of New Jersey, use cardinal directions, map scales, legends, and titles to locate and describe Newark, its local geographic features and historic landmarks, and their significance.
- Research the demographic origins of Newark, such as: the Native People who originally lived there or still live there, the people who established it as a colonial town, its founding date, and the free, indentured, and enslaved women and men who contributed to the wellbeing of Newark, NJ.
- On a physical map of North America, use cardinal directions, map scales, legends, and titles to locate the Northeast region and identify important physical features (e.g., rivers, lakes, ocean shoreline, and mountain ranges).
- On a political map of the current United States, locate New Jersey, New York, Pennsylvania, Delaware, and Maryland.
- Explain about the Lenape people who inhabited what is now New Jersey.
- Develop supporting questions that lead to the generation of new questions and contribute to the inquiry process.
- Analyze primary and secondary sources to determine main ideas and key details.
- Identify information about a historical source, including the maker, date, place of origin, and examine its intended audience.
- Engage in academic discussions respectfully with diverse peers.