

ENGLISH LANGUAGE ARTS

In English Language Arts and Literacy students will learn to:

Read Literature and Informational Texts

- Ask and answer questions to demonstrate an understanding of a text, referring explicitly to the text as the basis for the answers
- Determine the main idea of a text; recount the key details and explain how they support the main idea
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a technical procedure in a text, using language that pertains to time, sequence, and cause/effect
- Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently
- Use information gained from illustrations and the words in a text to demonstrate understanding of the text (where, when, why, and how key events occurred)
- Recount stories to determine the central message, lesson or moral and explain how it is conveyed through key details in the text
- Describe characters in a story and explain how their actions contribute to the sequence of events
- Determine the meaning of words and phrases as they are used in a text
- Explain how a text’s illustrations contributes to what is conveyed by the words in a story (e.g. create mood, emphasize aspects of a character or setting)
- Identify elements of fiction and elements of poetry
- Compare and contrast the themes, settings, and plots of stories written by the same author or the most important points and details presented in the text
- Read and comprehend literature (including stories, drama, poetry) and informational texts (history/social studies, science)

Foundational Reading Skills

- Know and apply grade-level phonics and word analysis skills in decoding words
- Read with sufficient accuracy and fluency to support comprehension
- Use context to confirm or self-correct word recognition and understanding

Writing

- Write opinion pieces on topics or texts, supporting a point of view with reasons
- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences
- Write poems, descriptions, and stories in which figurative language and the sounds of words (e.g., alliteration, onomatopoeia, rhyme) are key elements
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing
- Conduct short research projects that build knowledge about a topic

Speaking and Listening

- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with partners, building on others’ ideas and expressing their own clearly
- 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)
- Ask and answer questions about information from a speaker, offering appropriate elaboration and detail

Language

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences
- Ensure subject-verb and pronoun-antecedent agreement
- Use coordinating and subordinating conjunctions
- Produce simple, compound, and complex sentences
- Capitalize appropriate words in titles, use commas in addresses and in dialogue
- Use conventional spelling for high-frequency and other studied words
- Use spelling patterns and generalizations in writing words
- Determine or clarify the meaning of unknown and multiple-meaning word and phrases choosing flexibly from a range of strategies

SCIENCE

In Science students will learn to:

- Ask questions and make predictions that can be tested
- Select and use appropriate tools and technology (e.g., calculators, computers, balances, scales, meter sticks, graduated cylinders) in order to extend observations
- Keep accurate records while conducting simple investigations or experiments
- Conduct multiple trials to test a prediction. Compare the result of an investigation or experiment with the prediction
- Recognize simple patterns in data and use data to create a reasonable explanation for the results of an investigation or experiment
- Record data and communicate findings to others using graphs, charts, maps, models, and oral and written reports

Earth and Space Science

- Explain and give examples of the ways in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains)
- Tell how the Earth’s surface changes due to slow processes such as erosion
- Understand the composition of soil and how the components of soil support plant growth
- Explain that the Earth is a part of the “solar system” that includes the sun, planets, and many moons
- Describe how the earth orbits the sun in a year’s time and rotates on its axis in approximately 24 hours. Tell how the rotation of the earth, day/night, and apparent movements of the sun, moon, and stars are connected
- Give examples of changes that occur in the observable shape of the moon over a month
- Create, study and analyze a compost model

Biology

- Explore the life cycles of various organisms
- Explain how living things grow, reproduce, need food and air to survive, and have specific habitats
- Analyze differences in the life cycles of various organisms and reason about these differences
- Observe and understand the process of metamorphosis
- Observe the germination and development of plants

Engineering/Technology

- Demonstrate how materials can be used to accomplish a design task based on specific properties
- Show different ways a problem can be represented
- 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

MATH

In Mathematics students will work to achieve the goals outlined below:

Operations and Algebraic Thinking

- Interpret products of whole numbers, e.g., interpret $5 \square 7$ as the total number of objects in 5 groups of 7 objects each
- Interpret whole-number quotients of whole numbers, e.g., interpret $56 \square 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each
- Use multiplication and division within 100 to solve word problems
- Determine the unknown whole number in a multiplication or division equation
- Apply properties of operations as strategies to multiply and divide
- Understand division as an unknown-factor problem
- Fluently multiply and divide within 100, using strategies. **By the end of grade 3, know from memory all products of two one-digit numbers
- Solve two-step word problems using the four operations. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding

Number and Operations in Base Ten

- Use place value understanding to round whole numbers to the nearest 10 or 100
- Fluently add and subtract within 1000 using strategies and algorithms
- Multiply one-digit whole numbers by multiples of 10 in the range 10–90 using strategies based on place value and properties of operations

Number and Operations - Fractions

- Understand a fraction as the quantity formed by 1 part when a whole is partitioned into equal parts
- Understand a fraction as a number on the number line; represent fractions on a number line
- Explain equivalence of fractions, 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., $1/2 = 2/4$, $4/6 = 2/3$. 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
 - ◊ Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction

Measurement and Data

- 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
- 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
- Draw a scaled picture graph and a scaled bar graph to represent data with several categories
- Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs
- Generate measurement data by measuring lengths using rulers
- Understand concepts of area measurement
- Measure areas by counting unit squares
- Relate area to the operations of multiplication and addition.
- Solve real-world and mathematical problems involving perimeters of polygons

Geometry

- Understand that shapes in different categories may share attributes and that the shared attributes can define a larger category
- Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole

SOCIAL STUDIES

In Social Studies students will learn to:

- Use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of Massachusetts and New England
- Identify cities and borders on a map of Massachusetts
- Identify the New England states on a map of the United States
- Locate Foxborough and local geographic features on a map of Massachusetts
- Understand that many countries wanted a share of the New World
- Understand the resources, events and ideas that influenced the development of St. Augustine, Roanoke and Jamestown
- Understand that each of the thirteen colonies were settled for specific reasons of defense, wealth, trade, resources, and/or religious freedom
- Identify important people involved in each colony and explain factors that contributed to the successes and problems of each of these settlements
- Understand the differences between the lives of children in colonial times compared to modern children
- Understand the significance of early forms of self-government and the relationship to our current form of democracy
- Understand how the geographic features impact the economy of a community
- Understand the factors that caused the successes and problems of these settlements
- Understand the forms of self-government that were attempted by the colonies
- Understand the events that led to unrest in the American colonies
- Understand the events and people in Massachusetts who played a role in the days leading up to the Revolutionary War
- Understand how British taxation and events in Massachusetts affected the actions of the other colonies
- Understand the significance of the battles of Lexington and Concord
- Understand why the Americans wrote the Declaration of Independence
- Understand the advantages and disadvantages between the American and British armies that played a part in the outcome of the War
- Identify different famous American people who helped win the Revolutionary War

WORLD LANGUAGE

In World Language students will learn to:

Communication

- Introduce and respond to introductions
- Make and respond to classroom requests
- Identify, read, and recite date, calendar terms, and key weather expressions
- Express numbers 1-30, class objects, food, time, body parts, adjectives, rooms in house

Cultures

- Demonstrate knowledge of the target culture's geography by answering questions about location, climate, language spoken in comparison to that of the United States
- Identify foods from the target culture
- Identify distinctive cultural aspects of the target culture present in stories, songs, dances, and games

Comparisons

- Identify ways in which the target language differs from/is similar to English
- Ask and answer questions regarding similar/different phonetic/writing systems used in the target language
- Describe patterns of behavior of the target culture, such as celebrations, and compare/contrast them with those of their own culture

Connections

- Obtain information outside of the classroom related to other disciplines such as a map, game, story, or song lyrics in the target language

Communities

- Apply knowledge of the target language and cultures beyond the classroom setting by conversing with speakers of the target language

Our Philosophy

Core Values (CARE):

- Challenging and innovative educational experiences promote academic excellence by meeting the needs of students in ways that engage them in their learning.
- A safe, supportive, and collaborative environment fosters positive attitudes among students and school staff.
- Respect for the diversity and dignity of individuals and cultures enriches learning and supports the development of responsible citizenship.
- Ensuring a quality education, cultivated by ongoing communication and shared resources among parents, teachers, town organizations, and residents, is the responsibility of the entire community.



FOXBOROUGH PUBLIC SCHOOLS

Curriculum Benchmarks



GRADE 3

Vision:

The Foxborough Public Schools, in collaboration with the community, will provide students with intellectual, artistic, and character building educational experiences to inspire them to achieve.

COMMITTED TO EXCELLENCE