



Green Bay Area
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English Language Arts

Course Documents

Grade 3

Grade 3 English Language Arts Course Overview

Course Description	Topics at a Glance
<p>The goal in Language Arts for third grade students is to become independent readers and writers. They will be immersed in language rich environments in which they will have daily opportunities to read, write, speak and listen for many purposes; using technology when appropriate. Students will work both collaboratively and independently to strengthen their communication skills in a multitude of ways. The classroom environment will be a place where student growth is recognized, nurtured and supported throughout the year guiding them to become confident readers, writers, speakers, and listeners.</p> <p>Third grade students will fluently process texts with little overt problem solving in silent and oral reading. They will read longer chapter books and/or texts with abstract themes, elaborate plots, and characters that change over time. These texts will expose students to diverse perspectives beyond their typical experiences. In addition, students will read short informational texts with different structures. Students will understand and use new vocabulary words acquired from reading. Students will choose words purposefully and use grade-level appropriate conventions when speaking and writing. Using what they have learned from reading, students will plan, organize, and write pieces for a variety of purposes, such as research projects, narratives, and opinion pieces incorporating technology throughout.</p>	<p>Reading Literature and Informational</p> <ul style="list-style-type: none">● Key ideas and details● Craft and structure● Integrate knowledge and ideas● Range of reading and level of text complexity <p>Writing</p> <ul style="list-style-type: none">● Text types and purposes● Production and distribution● Research to build and present knowledge <p>Language</p> <ul style="list-style-type: none">● Conventions of Standard English● Vocabulary acquisition and use <p>Speaking and Listening</p> <ul style="list-style-type: none">● Comprehension and collaboration● Presentation of knowledge and ideas <p>Foundational Skills</p> <ul style="list-style-type: none">● Phonics and word recognition● Fluency

<p style="text-align: center;">Assessments</p> <p>Screeners, benchmark and summative assessments will be used along with assessments evaluated formatively to plan lessons and provide focused feedback to students. Below are some assessment examples:</p> <ul style="list-style-type: none"> ● Observations/conversations/work samples ● Group/individual projects – performance tasks ● District/state literacy assessment ● Informal running records ● District writing assessment ● Anecdotal notes from whole group, small group, or one-to-one conferences ● Peer/self-assessment 	<p style="text-align: center;">Portrait of a Literate Student</p> <ol style="list-style-type: none"> 1. Demonstrate independence. 2. Build strong content knowledge. 3. Respond to the varying demands of audience, task, purpose, and discipline. 4. Comprehend as well as critique. 5. Value evidence. 6. Use technology and digital media strategically and capably. 7. Come to understand other perspectives and cultures.
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● Use key details from the text to explain the central message of the story, and to explain characters’ actions as they relate to the events. ● Determine how an author uses language, structure, and point of view to create meaning in a text. ● Compare and contrast stories by the same author and explain how illustrations and words can be used to convey meaning. ● Use key details from the text to support the main idea and describe relationships in a text. ● Use various text features and vocabulary, and distinguish reader’s point of view from that of the author. ● Use information from images and words to compare and contrast two texts on the same topic, and notice the structure (comparison, cause/effect, sequence) of a text. ● Read and comprehend grade-level text. ● Compose opinion, informational, and narrative writing with structure and technique. ● Develop and strengthen writing throughout the writing process, using peer and teacher feedback and technology. ● Gather and record information to conduct research projects. ● Write routinely over extended and shorter time frames for a variety of reasons. ● Participate in discussions by sharing thinking, and building on others’ ideas. ● Orally present information or ideas to an audience while integrating technology. ● Use grade level appropriate conventions (grammar, capitalization, punctuation and spelling) when speaking and writing. 	<p style="text-align: center;">Instructional Strategies</p> <p>Within an interdisciplinary unit, the following instructional strategies will be utilized within the workshop approach:</p> <ul style="list-style-type: none"> ● Interactive read alouds ● Whole group lessons ● Small group lessons ● One-to-one conferencing ● Partnership discussions ● Guided practice ● Independent practice

<ul style="list-style-type: none">● Use language based on setting and audience, choosing words and phrases for effect.● Use a variety of strategies to determine the meaning of unknown words and use those words in written and spoken language.	
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Resources used:

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common Core State Standards*. Washington D.C.: National Governors Association Center for Best Practices, Council of Chief State School Officers.

Pinnell, G., & Fountas, I. (2011). *The Continuum of Literacy Learning: Grades PreK-8*. Portsmouth: Heinemann.



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Mathematics

Course Documents

Grade 3

Grade 3 Mathematics Course Overview

Course Description	Topics at a Glance
<p>In Grade 3, instructional time should focus on four critical areas:</p> <p>Students develop an understanding of the meanings of multiplication and division of whole numbers within 100.</p> <p>Students develop an understanding of fractions, beginning with unit fractions (fractions with a numerator of 1). They solve problems that involve comparing fractions by noticing equal numerators or denominators.</p> <p>Students recognize area as an attribute of two-dimensional regions. They measure the area of a shape by finding the total number of same-size units of area required to cover the shape without gaps or overlaps.</p> <p>Students describe, analyze, and compare properties of two-dimensional shapes. They compare and classify shapes by their attributes and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.</p>	<ul style="list-style-type: none"> ● Represent and solve problems involving multiplication and division ● Fluently multiply within 100 ● Fluently divide within 100 ● Represent and solve two-step problems involving the 4 operations ● Performs multi-digit addition using place value ● Performs multi-digit subtraction using place value ● Understands that fractions are parts of a whole ● Tells time to the nearest minute ● Solves elapsed time problems ● Writes area equations using the relationship between multiplication and addition. ● Define, sort, and partition polygons based on their attributes.
<p>Assessments</p> <ul style="list-style-type: none"> ● Observation ● Assessments selected from adopted curriculum resources. ● Common Assessments 	<p>Standards for Mathematics Practice</p> <ol style="list-style-type: none"> 1. Make sense of problems and persevere in solving them. 2. Reason abstractly and quantitatively. 3. Construct viable arguments and critique the reasoning of others. 4. Model with Mathematics. 5. Use appropriate tools strategically. 6. Attend to precision. 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
<p>Grade Level Expectations</p> <ul style="list-style-type: none"> ● Solve two step problems involving the four operations. ● Fluently multiply and divide numbers within 1000. ● Perform multi-digit computation using place value. 	<p>Instructional Strategies</p> <ul style="list-style-type: none"> ● Whole group instruction ● Small group instruction ● One-on-one ● Think-pair-share ● Think aloud ● Math talk

<ul style="list-style-type: none">● Demonstrate an understanding that fractions are equal parts of a whole.● Define, sort, and partition polygons based on their attributes.● Measure and solve problems involving time, liquid volumes, mass, area and perimeter● Represent and interpret data using line plots, bar graphs and pictographs.	<ul style="list-style-type: none">● Math notebooks● Math Stations/Independent Learning Centers● Guided practice● Independent practice● Review and practice● Quick practice
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(Common Core State Standards Initiative 2012 <http://www.corestandards.org/Math/Content/K/introduction>)



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Science
Course Documents
Grade 3

Grade 3 Science Course Overview

Course Description	Topics at a Glance
<p>Third grade science is heavily focused on how organisms and the environment interact and change over time. Through the topics studied, students will connect themselves to the world around them by recognizing problems and evaluating and designing solutions. They will also identify patterns to make predictions, and use cause and effect relationships to explain change.</p> <p>Through the study of electric and magnetic interactions, students will learn about forces and motion. Students will have the opportunity to explore balanced and unbalanced forces, and what happens when forces act upon an object.</p> <p>While studying earth and space science, students will explore weather patterns, related hazards, and how they the effect the local and global environment. They will study how weather over time shapes an area’s climate.</p> <p>Students are also expected to develop an understanding of organisms, both past and present, and the environment in which they live. This will include studying adaptations and traits, life cycles and fossils.</p> <p>Exploring these topics will prepare students to become effective problem-solvers, critical-thinkers and explorers of the world around them.</p>	<p>Physical Science</p> <ul style="list-style-type: none"> ● Forces and motion <ul style="list-style-type: none"> ● Electric or magnetic interactions <p>Earth and Space Science</p> <ul style="list-style-type: none"> ● Weather patterns <ul style="list-style-type: none"> ● Weather related hazards ● Climates around the world <p>Life and Environmental Science</p> <ul style="list-style-type: none"> ● Structure and interaction of living things and their environment <ul style="list-style-type: none"> ● Life cycles ● Today and long ago
Assessments	Science and Engineering Practices
<ul style="list-style-type: none"> ● District Assessments ● Formative Assessments ● Observations/Conversations/Work Samples ● Anecdotal notes ● Peer/Self-Assessment ● Performance Tasks 	<ul style="list-style-type: none"> ● Ask questions and define problems ● Develop and use models ● Plan and carry out investigations ● Analyze and interpret data ● Use mathematics and computational thinking ● Construct explanations and design solutions ● Engage in argument from evidence ● Obtain, evaluate, and communicate information.
Grade Level Expectations	Instructional Strategies
<ul style="list-style-type: none"> ● Demonstrate the relationship between forces and motion. ● Describe climate and how humans respond to weather-related hazards. ● Explain how organisms grow and adapt in order to survive. ● Explain how the traits of organisms may determine how well they can survive. 	<ul style="list-style-type: none"> ● Interactive read aloud ● Whole group lessons ● Small group lessons ● One-to-one conferencing ● Modeling ● Independent practice

Resources Used:

Instruction, W. D. (2017). *Wisconsin Department of Public Instruction*. Retrieved 2018, from Wisconsin Standards for Science: <https://dpi.wi.gov/sites/default/files/imce/science/wi-standards-for-science-2017.pdf>

States, N. L. (2013). *Next Generation Science Standards*. Retrieved 2015, from Next Generation Science Standards, For States, By States: <http://www.nextgenscience.org/next-generation-science-standards>



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Social Studies

Course Documents

Grade 3

Grade 3 Social Studies Course Overview

Course Description	Topics at a Glance
<p>The goal in social studies is for third grade students to learn and participate collaboratively in a classroom that integrates the disciplines of geography, history, political science and citizenship, economics and behavioral sciences. Students will read, write, speak, listen and think deeply as they explore a greater understanding of community with more emphasis on the global level. Students will become critical thinkers as they explore and compare multiple perspectives.</p> <p>Students will explore human and physical features on a global map. They will discuss characteristics of different locations in the world and how they influence where people live.</p> <p>Third grade students will study the purpose and function of the local government (city). Through this study, they will learn about civic responsibility and the process of making and changing laws.</p> <p>Studying global economics will give students exposure to global economy and trade. It will illustrate the benefits and consequences of economic decisions. They will study cultures and how they shape the world. These skills work together to promote a well-rounded citizen, who contributes to fostering a successful community.</p>	<p>Geography</p> <ul style="list-style-type: none"> ○ People, places and environments ○ Global community ○ Physical and human features on maps ○ Characteristics of different locations <p>History</p> <ul style="list-style-type: none"> ● Time, continuity, and change <ul style="list-style-type: none"> ○ Change over time ○ Multiple perspectives of historical events ○ Comparison of information from different sources <p>Political Science and Citizenship</p> <ul style="list-style-type: none"> ● Power, authority, governance and responsibility <ul style="list-style-type: none"> ○ Local (City) government ○ Civic responsibility ○ Impact of laws and public policies <p>Economics</p> <ul style="list-style-type: none"> ● Production, distribution, exchange, consumption <ul style="list-style-type: none"> ○ Benefits and consequences of economic decisions ○ Global interdependence <p>Behavioral Sciences</p> <ul style="list-style-type: none"> ● Individuals, institutions, and cultures <ul style="list-style-type: none"> ○ Study of global cultures
<p>Assessments</p> <ul style="list-style-type: none"> ● District Assessments ● Formative Assessments ● Observations/Conversations/Work Samples ● Anecdotal notes ● Peer/Self-Assessment ● Performance Tasks 	<p>Portrait of a Student Citizen</p> <ol style="list-style-type: none"> 1. Have an awareness of changing cultural and physical environments. 2. Know the past. 3. Read, write, listen, speak and think deeply. 4. Act in ways that promote the common good. 5. Participate in a democratic society. 6. Navigate an increasingly complex world.



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Art

Course Documents

Grade 3

Grade 3 Art Course Overview

<p>Course Description</p> <p>In order to be successful in our global society, students need to be creative problem solvers and critical thinkers. The visual arts provide students with tools and knowledge that will help them become college, career, and community ready in any chosen path. The Green Bay Area Public Schools will ensure that art students develop lifelong learning skills by introducing and building upon the areas of creating, presenting, responding, and connecting to art at each grade level.</p> <p>Third grade artists will build upon their skills in a variety of art media techniques, including cutting, gluing, drawing, painting, and sculpting. They will develop detailed ideas for art. Children will learn the importance of safe handling of tools and materials while creating art and refining their fine motor skills. They will identify and use art elements and principles of design, including geometric vs. organic shapes, shapes and forms, warm, cool, and neutral colors, real and visual texture, space, and balance, while looking at and making art. Students will use art vocabulary to talk about and critique art, and will be able to create an artist statement. Third grade artists will use their observation skills while making art, and will talk about art from different cultures, places, and times.</p> <p>Art education provides a pathway for developing literacy skills, understanding math concepts, and facilitating cross-cultural understanding. In art class, students will work on ways of connecting their art knowledge to other subject areas, everyday life events, and the world in which they live. Students who participate in visual art education increase their 21st century skills, including decision-making, strategy-building, planning, creativity, innovation, perseverance, and reflection.</p>	<p>Topics at a Glance</p> <p>Creating</p> <ul style="list-style-type: none"> ● Brainstorm and elaborate on ideas for art ● Know and use age-appropriate art vocabulary <ul style="list-style-type: none"> ○ Geometric vs. organic shapes ○ Shapes and forms <ul style="list-style-type: none"> ■ Two-dimensional: height and width ■ Three-dimensional: height, width, and depth ○ Color wheel ○ Warm, cool, and neutral colors ○ Real/actual and visual/implied texture ○ Visual space - horizon line, foreground, middle ground, background ○ Symmetrical and asymmetrical balance ● Build upon basic art skills <ul style="list-style-type: none"> ○ Cutting ○ Gluing ○ Drawing ○ Painting ○ Sculpting ● Demonstrate safe and proper art procedures <p>Presenting</p> <ul style="list-style-type: none"> ● Discuss how and where art is exhibited ● Create an artist statement <p>Responding</p> <ul style="list-style-type: none"> ● Look at and talk about art using art vocabulary ● Critique a work of art <p>Connecting</p> <ul style="list-style-type: none"> ● Use observation while making art ● Talk about art from different cultures, places, and times
<p>Grade Level Expectations</p> <ul style="list-style-type: none"> ● Demonstrate how to use art materials, tools, and equipment safely and correctly while creating art. ● Use details to improve the quality of your artwork. ● Demonstrate or explain how artists prepare artwork for presentation. 	<p>Standards For Course</p> <p>Creating</p> <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. <p>Performing</p>

<ul style="list-style-type: none"> ● Create an artist’s statement in preparation for presenting your work of art. ● Explain the processes (techniques) used in creating a given work of art. ● Formally critique a work of art by describing, analyzing, interpreting, and judging it. ● Create a work of art using observation. ● Describe the characteristics of art from a different culture or time. ● Give reasons why a given work of art looks like it might come from a different culture or time. 	<ol style="list-style-type: none"> 4. Analyze, interpret, and select artistic work for presentation. 5. Develop and refine artistic work for presentation. 6. Convey meaning through the presentation of artistic work. <p>Responding</p> <ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. <p>Connecting</p> <ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
<p><u>Assessments</u></p> <p><u>Formative Assessments</u></p> <p>e.g. preliminary sketches, artwork in progress, classroom discussions, verbal or written quizzes, Google forms, graphic organizers, journaling, notes, online student response systems, exit slips, photographs and videos, baseline assessments, comparison against a rubric or checklist, summaries</p> <p><u>Summative Assessments</u></p> <p>e.g. completed artwork, verbal or written quizzes, presentations, reflections, comparison against a rubric or checklist</p> <p><u>Common Assessments</u></p> <p>Developed from Standards Based Essential Questions</p> <p>e.g.</p> <ul style="list-style-type: none"> ● common rubrics (learning targets and skills) 	<p>Instructional Strategies</p> <ul style="list-style-type: none"> ● Whole group instruction ● Small group instruction ● Collaborative groups ● One-on-one conferencing ● Guided practice ● Independent practice ● Modeling ● Differentiation ● Process-based learning ● Read-alouds ● Brainstorming ● Artist’s sketchbook ● Web-based resources ● Videos and multimedia presentations ● Virtual tours of museums and exhibitions

Resources Used:

National Coalition for Core Arts Standards. (2014). *National core arts standards*. Dover, DE: State Education Agency Directors of Arts Education.

Wisconsin Department of Public Instruction. (2000). *Wisconsin’s model academic standards for art and design education*. Madison, WI: Authors.



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Health

Course Documents

Grade 3

Grade 3 Health Course Overview

Course Description	Topics at a Glance
<p>In Grades 3, 4, and 5, students learn how to recognize and use the dimensions of health in their everyday lives. Third graders will build upon what they learned about being physically healthy in previous grades by continuing to practice a variety of behaviors. New topics emphasized in third grade are personal safety and violence prevention and reduction. They will also be introduced to the skeletal and muscular systems to gain a deeper understanding of physical health. Students will begin learning about personal self-image, relationships with others, diversity, and internet safety. They will begin to describe how internal and external factors can be beneficial or detrimental to their health. Using prior knowledge, students will make decisions to keep themselves safe and healthy. Students create a health goal, identify characteristics of valid resources, and identify the possible outcomes when making health decisions. Third graders will use their communication skills to enhance their health by resolving conflict, asking for help, influencing others, and using refusal skills.</p>	<p>Dimensions of Health</p> <ul style="list-style-type: none">● Physical, Emotional, Social, Environmental/Community <p>Physical Health</p> <ul style="list-style-type: none">● Hygiene● Violence prevention and reduction<ul style="list-style-type: none">○ Conflict resolution○ Anger management○ Real vs. fantasy violence● Personal safety<ul style="list-style-type: none">○ Disaster planning○ Emergency response○ Poisons○ Alcohol, tobacco, and other drugs○ Habits - transportation, sports and activities, etc.● Exercise - benefits, safety● Nutrition - food choices, nutrients● Communicable disease<ul style="list-style-type: none">○ Prevention and Treatment <p>Emotional Health</p> <ul style="list-style-type: none">● Personal values, beliefs, and emotions● Self-image <p>Social Health</p> <ul style="list-style-type: none">● Cooperation, respect● Relationships - adults, peers, family, etc. <p>Environmental/Community Health</p> <ul style="list-style-type: none">● Diversity● Influences of family, peers, culture, media, technology, school/physical environments, health care● Internet safety <p>Growth and Development</p> <ul style="list-style-type: none">● Body systems - skeletal, muscular <p>Skills</p> <ul style="list-style-type: none">● Choosing healthy behaviors● Setting health goals● Verbal and nonverbal communication● Refusal skills● Valid sources of information● Advocacy - personal health, influencing others

Grade Level Expectations

- Describe the relationship among the environment, behaviors and personal health in regards to violence prevention and safety.
- Describe ways to prevent and seek treatment for common accidents and injuries.
- With prompting and support, describe barriers to personal health.
- Identify examples of multiple dimensions of health.
- With support, identify and discuss external influences on health behaviors.
- With support, identify and discuss internal influences, such as values, beliefs and emotions, on health behaviors.
- Identify characteristics of valid health information, products, and services.
- With prompting and support, demonstrate effective verbal and nonverbal communication skills related to health.
- Identify refusal skills that avoid and reduce health risks.
- Identify nonviolent strategies to reduce or resolve conflict.
- Identify situations that might require a thoughtful decision or assistance.
- List healthy options when making a decision.
- Identify that health-related decisions have multiple potential outcomes.
- Choose a personal health goal.
- Provide examples of people who can assist in achieving a health goal.
- Identify responsible personal health behaviors.
- With prompting and support, demonstrate a variety of behaviors that will maintain or improve personal health.
- Identify health issues and factual information about health issues.
- Share knowledge of health issues with family members and trusted adults.

Standards for Health Education

1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.
2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.
3. Students will demonstrate the ability to access valid information and products and services to enhance health.
4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.
5. Students will demonstrate the ability to use decision-making skills to enhance health.
6. Students will demonstrate the ability to use goal-setting skills to enhance health.
7. Students will demonstrate the ability to use health-enhancing behaviors and avoid or reduce health risks.
8. Students will demonstrate the ability to advocate for personal, family, and community health.

Assessments	Instructional Strategies
<ul style="list-style-type: none"> ● Observation ● Assessments selected from adopted resources ● Student Conference ● Discussion - large and small group ● Think-Pair-Share ● Know, Want to Know, Learned (K-W-L chart) ● Role Play ● Self-Assessment ● Journaling (pictures and writing) ● Written responses ● Quizzes ● Exit Ticket 	<ul style="list-style-type: none"> ● Role-playing ● Modeling ● Individual and group discussions ● Scenario Cards ● Cooperative Learning ● Guided Practice ● Artwork, Posters, Photos ● Stories, Read-alouds ● Guest Speakers ● Videos

Resources Used:

Joint Committee on National Health Education Standards. (1995). *National health education standards: Achieving health literacy*. Atlanta, GA: American Cancer Society.

Joint Committee on National Health Education Standards. (2007). *National health education standards (2nd ed.): Achieving excellence*. Atlanta, GA: American Cancer Society.

Wisconsin Department of Public Instruction. (2011). *Wisconsin standards for health education*. Madison, WI: Author



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Music

Course Documents

Grade 3

Grade 3 General Music Course Overview

Course Description	Topics at a Glance
<p>In Third Grade, students will further develop their knowledge of the elements of music through a variety of experiences. They will increase their understanding of musical vocabulary and literacy skills by applying them through singing and playing instruments, as well as through creating, analyzing, and evaluating music. By expanding their musical abilities, students will continue to develop a lasting appreciation, enjoyment and understanding of music while building positive character traits and skills necessary for lifelong success.</p>	<ul style="list-style-type: none"> ● Creating (melodic and rhythmic) <ul style="list-style-type: none"> ○ Improvisation ○ Composition ● Performing <ul style="list-style-type: none"> ○ Singing expressively ○ Playing classroom instruments <ul style="list-style-type: none"> ■ Melodic and rhythmic ○ Solo and group performance ○ Performance and audience etiquette ● Responding <ul style="list-style-type: none"> ○ Reading music <ul style="list-style-type: none"> ■ Standard or symbolic notation ■ Music symbols and terminology ○ Music analysis and evaluation ○ Instrumental and vocal timbre ● Connecting <ul style="list-style-type: none"> ○ Personal experiences ○ Daily life ○ Other school subjects
Grade Level Expectations	Standards for Music Education
<ul style="list-style-type: none"> ● Create and notate personal musical ideas. ● Read and perform a variety of music with expression. ● Perform appropriate for the audience and purpose and demonstrate audience etiquette. ● Discuss preferences and respond to contrasts in music. ● Use knowledge of music concepts and established criteria to analyze, describe, and evaluate music. ● Students will make connections between music and personal experience, daily life, and other disciplines. 	<p>Creating</p> <ol style="list-style-type: none"> 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. <p>Performing</p> <ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. <p>Responding</p> <ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. <p>Connecting</p> <ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Assessments	Instructional Strategies
<ul style="list-style-type: none"> ● Observation ● Performance assessments ● Self-assessment ● Written assessments ● Formative and summative assessments ● Assessments selected from adopted curriculum resources 	<ul style="list-style-type: none"> ● Whole group instruction ● Small group instruction ● Collaborative learning ● Activity centers ● One-on-one ● Guided practice ● Independent practice ● Review and practice ● Modeling

Resources Used:

National Coalition for Core Arts Standards. (2014). *National core arts standards*. Dover, DE: State Education Agency Directors of Arts Education.

Wisconsin Department of Public Instruction. (1997). *Wisconsin's model academic standards for Music*. Madison, WI: Authors.



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Physical Education

Course Documents

Grade 3

Grade 3 Physical Education Course Overview

Course Description

In Grades 3 through 5, students combine movements and apply them to changing game conditions. Third graders use the movement concepts and skills they learned in previous grades and begin combining movements that they can incorporate into small-sided games and activities. To effectively participate in small-sided games, students will learn interpersonal relationship skills, including sportsmanship, cooperation, and teamwork. They will use teacher feedback to improve their performance. Students will be introduced to fitness concepts and ways to assess personal fitness.

Topics at a Glance

Movement Concepts

- Spatial awareness
 - Where the body moves
- Effort
 - How the body moves
- Spatial relationships
 - With people, objects, body parts

Movement Skills

- Locomotor skills
 - Fundamental body movements
- Manipulative skills
 - Moving and controlling objects with body or equipment
- Non-locomotor skills
 - Stability and body control

Rhythmic Movement

- Moving body to music

Combining Movement Concepts and Skills

- Small-sided games and activities
 - Strategies and tactics

Fitness Concepts

- Muscular strength
- Muscular endurance
- Cardiovascular endurance
- Flexibility
- Nutrition

Interpersonal Relationships

- Sportsmanship
- Developing group strategies
- Teamwork
- Safety
- Feedback

Grade Level Expectations

- Use mature pattern in fundamental motor skills with teacher direction.
- Use manipulative skills in small group activities.
- Apply movement concepts in small group situations.
- Develop a cognitive understanding of a skill so as to improve performance.
- Begin to identify the components of fitness.

Standards for Physical Education

1. Demonstrates competency in a variety of motor skills and movement patterns.
2. Applies knowledge of concepts, principles, strategies, and tactics related to movement.
3. Demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
4. Exhibits responsible personal and social behavior that respects self and others.

<ul style="list-style-type: none"> ● Regularly choose to participate in activities that provide health benefits. ● Independently take responsibility for safe practices of rules, etiquette, use of equipment, and positive social interactions. ● Accept and apply teacher feedback. ● Encourage others with different ability levels. ● Challenge self through difficult skills without giving up. ● Explain the benefits of physical activity for health, enjoyment, and social interaction. 	<p>5. Recognizes the value of physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</p>
<p style="text-align: center;">Assessments</p> <ul style="list-style-type: none"> ● Observation ● Assessments selected from adapted curricular resources ● Skill tests ● Fitness tests ● Self-Assessment ● Student conference ● Group response/hand signals ● Think-Pair-Share ● Exit question ● Resources 	<p style="text-align: center;">Instructional Strategies</p> <ul style="list-style-type: none"> ● Guided Discovery/Movement Exploration ● Individual/partner and large group work ● Gradual Release of Responsibility ● Low organized activities ● Movement challenges ● Stations ● Goal setting

Resources Used:

Graham, G., Holt/Hale, S.A., Parker, M. (2012). *Children moving: A reflective approach to teaching physical education*. (9th ed.). New York: McGraw-Hill.

Mandigo, J., Francis, N., Lodewyk, K., & Lopez, R. (2012). Physical literacy for physical educators. *Physical Education and Health Journal*, 75 (3), 27-30.

SHAPE America. (2013). *Grade-level outcomes for K-12 physical education*. Reston, VA: Author.

Whitehead, M. (2010). What is physical literacy and how does it impact physical education? In Capel, S. & Whitehead, M. (Eds.), *Debates in physical education*. (37-52). New York: Routledge.

Wisconsin Department of Public Instruction. (2010). *Wisconsin standards for physical education*. Madison, WI: Author



Green Bay Area
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School Counseling

Content Documents

Grade 3

Grade 3 School Counseling Course Overview

Description	Topics at a Glance
<p>In Grade 3, students will begin to integrate their social/emotional skills with those of academic and career success. Students begin to learn about how jobs are grouped into career clusters. They will use personally-effective strategies for studying, managing emotions, solving age-appropriate problems, and responding to unsafe situations. Students will recognize and be open to trying new ways to approach problems and situations. They will examine their impact in a community and practice using thinking skills when working with others, providing and accepting constructive feedback, encouraging others to develop their abilities, and appreciating cultural differences.</p>	<p>Academic Development</p> <ul style="list-style-type: none"> ● Study strategies <ul style="list-style-type: none"> ○ Individual strategies ● Confidence in ability to learn <ul style="list-style-type: none"> ○ Encourage growth of others ● Adaptability and flexibility <ul style="list-style-type: none"> ○ Using new methods ● Problem solving and feedback <ul style="list-style-type: none"> ○ Managing appropriate problems ○ Constructive feedback <p>Career Development</p> <ul style="list-style-type: none"> ● Self-discovery and exploration <ul style="list-style-type: none"> ○ Personal characteristics - learning, studying, interpersonal skills, etc. ○ Career clusters ● Teambuilding <ul style="list-style-type: none"> ○ Problem solving in teams ● Advocacy <ul style="list-style-type: none"> ○ Asking for help ○ Role and impact in community <p>Social/Emotional Development</p> <ul style="list-style-type: none"> ● Self-regulation <ul style="list-style-type: none"> ○ Regulation strategies ○ Individual strategies ● Personal safety <ul style="list-style-type: none"> ○ Aggressive, assertive, and passive responses ● Relationships <ul style="list-style-type: none"> ○ Healthy vs. unhealthy relationships ○ Empathy ● Diversity <ul style="list-style-type: none"> ○ Cultural differences
<p style="text-align: center;">Grade Level Expectations</p> <ul style="list-style-type: none"> ● Use learning expectations to be successful in school and community. ● Use self-management skills that lead toward personal growth. ● Identify and use prosocial behaviors when interacting with peers and adults. ● Use strategies to proactively resolve problems. 	<p style="text-align: center;">School Counseling Mindset Standards</p> <ol style="list-style-type: none"> 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being. 2. Self-confidence in ability to succeed. 3. Sense of belonging in the school environment. 4. Understanding that postsecondary education and lifelong learning are necessary for long-term career success. 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes. 6. Positive attitude toward work and learning.

Assessments	Instructional Strategies
<ul style="list-style-type: none"> ● Observation ● Assessments selected from adopted resources ● Student conference ● Discussion - large and small group ● Think-Pair-Share ● Know, Want to Know, Learned (K-W-L chart) ● Role-play ● Self-assessment ● Journaling (pictures and writing) ● Written responses ● Quizzes ● Exit ticket 	<ul style="list-style-type: none"> ● Role-playing ● Modeling ● Individual and group discussions ● Scenario cards ● Cooperative learning ● Guided practice ● Artwork, posters, photos ● Stories, read-alouds ● Guest speakers ● Videos

Resources Used:

American School Counselor Organization. (2014). *Mindsets and behaviors for student success: K-12 college- and career-readiness standards for every student*. Alexandria, VA: Authors