

21st Century Learning in SAU 15

Twenty-first-century learning enables our students to be academically competitive in the global community. Education must challenge students with rigorous, personalized academic experiences, foster innovation and creativity, and embrace emerging technologies. In a 21st century learning environment, students actively engage in a cohesively integrated curriculum, access information and apply it to authentic problems in our society.

SAU 15 has identified ten essential elements for learning in the 21st century:

- media literacy
- problem solving
- digital citizenship
- creative & innovative thinking
- collaboration
- global awareness
- reflection
- adapting to change
- communication
- core academic mastery

Students who master these skills have the ability to adapt to varied roles and responsibilities, work effectively in a climate of ambiguity and changing priorities hence preparing them for the complex challenges of our ever-changing world.

Science

Earth Science: Students explain that the Earth and Earth materials have developed over long periods of time.

Life Science: Students predict and compare the life stages of organisms (plants & animals).

Physical Science: Students understand that energy is necessary for change to occur in matter.



Social Studies

Civics: Students will explain what it means to be a citizen of the classroom and community; and discuss the importance of respecting the rights and needs of others.

Economics: Students describe what supply and demand is, and different ways to exchange goods and services.

Geography: Students interpret maps and use map elements to organize information about places and the environment

US/NH History: Students demonstrate how individuals' beliefs have affected life in the US through a variety of biographical texts.

World History: Students will explore and celebrate holiday traditions from around the world.

SAU 15

AUBURN, CANDIA & HOOKSETT, NH

GRADE 3 CURRICULUM



SAU 15 CURRICULUM

We have high expectations for our students and teachers. Our comprehensive curriculum is challenging and relevant to all students, providing a strong foundation for success in a global community. Included in this brochure is a sampling of the skills and understandings we focus on in each content area.



Mathematics

Our core instructional standards for Mathematics stress not only procedural skill but also conceptual understanding. To ensure they are learning the critical information, students will apply their understanding to a range of new problems and situations. In grade 3, instructional time will focus on four critical areas:

- (1) developing understanding of multiplication and division and strategies for multiplication and division within 100;
- (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1);
- (3) developing understanding of the structure of rectangular arrays and of area;
- (4) describing and analyzing two-dimensional shapes.

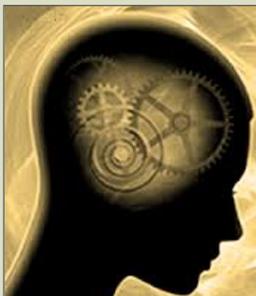


Standards for Mathematical Practice

The Standards for Mathematical Practice describe habits of mind that educators at all levels seek to develop in their students. These practices rest on “processes and proficiencies” with longstanding importance in mathematics education.

Mathematically proficient students:

- Make sense of problems and persevere in solving them.
- Reason abstractly and quantitatively.
- Construct viable arguments and critique the reasoning of others.
- Model with mathematics.
- Use appropriate tools strategically.
- Attend to precision.
- Look for and make use of structure.
- Look for and express regularity in repeated reasoning.



English Language Arts

English Language Arts is comprised of four areas: reading, writing, language, and speaking & listening.

Reading: A key requirement for reading is that all students must be able to read grade level text fluently and comprehend texts of steadily increasing complexity as they progress through school. In grade 3, students will:

- decode multisyllabic words and understand prefixes, suffixes and latin suffixes;
- distinguish their own point of view from that of the narrator or those of the characters;
- ask and answer questions about what they read by referring directly to parts of the text.

Writing: While all text types are important, particular emphasis is put on students’ ability to write sound arguments on substantive topics and issues, as this ability is critical to college and career readiness. In grade 3, students will:

- introduce a topic and use facts, definitions, and details to develop points;
- write research or opinion/argument papers over extended periods of time.

Speaking and Listening: The English language arts classroom includes oral language in a purposeful, systematic way to help students master the printed word. In grade 3, students will:

- create engaging audio recordings of stories or poems that demonstrate fluid reading; add visual displays when appropriate to emphasize or enhance certain facts or details;
- present to the class on a topic using relevant facts and details and speaking clearly.

Language: Students must be able to communicate effectively in a wide range of print and digital texts, each of which may require different grammatical and usage choices to be effective. In grade 3, students will:

- choose words and phrases for effect.