

# Grade 3 Parent's Guide to Year-Long Learning

During Grade 3, students receive instruction on the concepts and skills described below.

## SCIENCE

Marking Period 1	Marking Period 2
<p>During the marking period, students investigate forces, including balanced and unbalanced forces and magnetic forces. Students make predictions about patterns of motion based on interactions of these forces. Students design and test an investigation. Students also:</p> <ul style="list-style-type: none"> <li>• Conduct an investigation on the motion of an object.</li> <li>• Observe an object's motion to predict future motion.</li> <li>• examine electric or magnetic relationships</li> </ul>	<p>During the marking period, students study the weather. Students determine what causes forms of precipitation, measure wind speed, analyze patterns and explore climate zones. Students apply this knowledge to design and test a model for a severe weather house. Students also:</p> <ul style="list-style-type: none"> <li>• Describe weather conditions during a season.</li> <li>• Describe the climates in regions of the world.</li> <li>• Make a claim about a design solution for a weather-related hazard.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students investigate how animal groups help its members survive and the role of predators and prey. They examine how variations in traits among the same species help the species survive. Students create a model of a new species. Students also:</p> <ul style="list-style-type: none"> <li>• Understand that some animals form groups that help members survive.</li> <li>• Explain how variations in characteristics provide advantages for species survival.</li> <li>• Construct an argument why some organisms can survive well or not at all.</li> </ul>	<p>During the marking period, students explore life cycles and inherited traits and what happens when the environment of an organism changes. Students investigate fossils and determine if the organisms in the fossil records would be able to survive today. Students also:</p> <ul style="list-style-type: none"> <li>• Develop models of organisms' life cycles.</li> <li>• Determine that all organisms have common birth, growth, reproduction and death.</li> <li>• Examine internal and external structures of plants and animals that support survival.</li> </ul>

## SOCIAL STUDIES

Marking Period 1	Marking Period 2
<p>During the marking period, students examine the roles of individuals, groups and leaders in a democratic society. They consider rules, laws, and the rights and responsibilities of citizens within the classroom and community and making a positive difference by taking action. Students also:</p> <ul style="list-style-type: none"> <li>• Describe the selection process and duties of local officials who make, apply and enforce laws through government.</li> </ul>	<p>During the marking period, students examine geography by comparing places and regions around the world. They learn the role of infrastructure in cities by exploring natural/physical/human-made features, as well as, population in Montgomery County, Maryland, USA, North America, and the world. Students also:</p> <ul style="list-style-type: none"> <li>• Identify natural/physical and human-made features of places and regions and describe population distribution regions, such as rural and urban.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students interpret maps to locate places on the Earth: North America, Maryland and the USA. The locations selected for this study are the United States and Mexico City today, and the ancient Aztec city of Tenochtitlan. Students investigate reasons for movement today and long ago, and the impact on culture. Students also:</p> <ul style="list-style-type: none"> <li>• Identify and describe how individuals and groups share and borrow from other cultures.</li> <li>• Describe how transportation and communication networks link places.</li> </ul>	<p>During the marking period, students apply the steps used to make an economic decision. Students determine the differences between those who have bank accounts and those who do not. Students determine the impact of limited resources, specialization and technology on the producer and consumer. Students also:</p> <ul style="list-style-type: none"> <li>• Examine the production process.</li> <li>• Explain how producers make choices because of limited natural, human and capital resources.</li> </ul>

## Grade 3 Parent's Guide to Year-Long Learning

During Grade 3, students receive instruction on the concepts and skills described below.

### INFORMATION LITERACY

Marking Period 1	Marking Period 2
<p>During the marking period, students evaluate and analyze the quality of sources. Students record and share information in a variety of formats. Students also:</p> <ul style="list-style-type: none"> <li>Follow an inquiry process to conduct research.</li> <li>Use specific sources to find information and record the information in a variety of formats.</li> </ul>	<p>During the marking period, students create and refine questions, and identify and locate resources. Students record and share information in a variety of formats. Students also:</p> <ul style="list-style-type: none"> <li>Follow an inquiry process to conduct research and use a variety of formats to record the information.</li> <li>Use an appropriate and accepted citation style to create a source list.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students evaluate and analyze quality of sources. Students use a variety of formats to share information. Students also:</p> <ul style="list-style-type: none"> <li>Create questions, identify, select and evaluate resources.</li> <li>Record information in a variety of formats.</li> </ul>	<p>During the marking period, students evaluate and analyze the quality of sources. Students use a variety of formats to share information. Students also:</p> <ul style="list-style-type: none"> <li>Create and refine questions and identify resources.</li> <li>Use an appropriate and accepted citations style to create a source list.</li> </ul>

### MUSIC

Marking Period 1	Marking Period 2
<p>During the marking period, students learn two-part round and read simply melodies. Students also :</p> <ul style="list-style-type: none"> <li>Create an arrangement of an ostinato.</li> <li>Identify contrast and repetition in musical form.</li> </ul>	<p>During the marking period, students learn vocal skills and techniques. Students study music vocabulary focused on expressive qualities. Students also:</p> <ul style="list-style-type: none"> <li>Identify written meter in a musical example.</li> <li>Evaluate musical performances based on criteria.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students improvise in question and answer form (instruments). Students also:</p> <ul style="list-style-type: none"> <li>Read simple melodies (absolute pitch).</li> <li>Learn specific music vocabulary (dynamics, tempo, articulation).</li> </ul>	<p>During the marking period, students improvise in question and answer form (vocal). Students also:</p> <ul style="list-style-type: none"> <li>Notate simple rhythmic and pitch patterns from dictation.</li> <li>Learn vocal skills and technique.</li> </ul>

### HEALTH EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students talk about positive decision making. Students study stress and how to manage it. Students also:</p> <ul style="list-style-type: none"> <li>Discuss components of personal well-being.</li> <li>Discuss caffeine and its effects.</li> </ul>	<p>During the marking period, students explore how to maintain personal health. Students also:</p> <ul style="list-style-type: none"> <li>Learn how to respond to emergencies.</li> <li>Learn the meaning of harassment.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students learn how nutrients relate to food and health. Students also:</p> <ul style="list-style-type: none"> <li>Discuss body image.</li> <li>Explore the family unit.</li> </ul>	<p>During the marking period, students discuss how to reduce susceptibility and manage disease. Students also:</p> <ul style="list-style-type: none"> <li>Study disease classification.</li> </ul>

## Grade 3 Parent's Guide to Year-Long Learning

During Grade 3, students receive instruction on the concepts and skills described below.

### ART

Marking Period 1 - 4 Creating & Connecting to Art	Marking Period 1 - 4 Presenting & Responding to Art
<p>During the marking period, students engage in artmaking by utilizing drawing, painting, printmaking, collage/mixed media and sculpture/ceramics media. There is an emphasis on creating art that is meaningful and unique. Students also:</p> <ul style="list-style-type: none"> <li>Select and organize art elements and design principles to communicate a narrative.</li> </ul>	<p>During the marking period, students engage in art history, art criticism, aesthetics and curation. Students also:</p> <ul style="list-style-type: none"> <li>Collaborate to present artwork to share stories.</li> <li>Observe and describe the theme and composition of narrative artwork.</li> <li>Identify and describe story elements depicted in artwork to interpret the meaning.</li> </ul>

### PHYSICAL EDUCATION

Marking Period 1	Marking Period 2
<p>During the marking period, students practice dribbling, while changing pathways and directions. Students learn to calculate heart rate. Students also:</p> <ul style="list-style-type: none"> <li>Define aerobic activity, muscular strength and muscular endurance.</li> <li>Identify activities that develop flexibility.</li> </ul>	<p>During the marking period, students practice an overhand throw and a forearm pass. They catch at different levels. Students also:</p> <ul style="list-style-type: none"> <li>Explain the difference between a short-term and long-term goal.</li> <li>Identify a realistic goal.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students engage in a tumbling sequence with smooth transitions of balance and weight transfer. Students also:</p> <ul style="list-style-type: none"> <li>Line dance to coordinate movement with others.</li> <li>Explain the need for rules to ensure the activity is safe, fair, fun and inclusive.</li> </ul>	<p>During the marking period, students strike a dropped ball with a forehand stroke and off a tee with a bat. Students also:</p> <ul style="list-style-type: none"> <li>Identify the four components of the FITT guidelines: frequency, intensity, time and type.</li> <li>Explain the relationship between intensity and time.</li> </ul>

### BENCHMARK ELA WRITING

Marking Period 1	Marking Period 2
<p>During the marking period, students write a personal letter and a fable. Students use the writing process to choose a moral, characters and setting to include in the fable. Students study conventions, including adverbs and adjectives. Students also:</p> <ul style="list-style-type: none"> <li>Analyze mentor text to guide in drafting a personal letter and a fable.</li> <li>Form and use concrete and abstract nouns.</li> </ul>	<p>During the marking period, students write an informative report. Students engage in process writing, and include comparatives and superlatives in writing. Students also: collect facts from multiple sources, such as digital and print sources.</p> <ul style="list-style-type: none"> <li>Write an opening paragraph.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students write an opinion. Students engage in the process for writing informative reports. Students study conventions including writing compound sentences and conjunctions. Students also:</p> <ul style="list-style-type: none"> <li>Select credible print sources and take notes.</li> <li>Analyze mentor text for facts and details to include in writing.</li> </ul>	<p>During the marking period, students write an informative report and a multimedia presentation. Students study conventions, including future tense in writing. Students also:</p> <ul style="list-style-type: none"> <li>Gather facts from multiple sources.</li> <li>Write a haiku.</li> <li>Write simple, complex and compound sentences.</li> </ul>

# Grade 3 Parent's Guide to Year-Long Learning

During Grade 3, students receive instruction on the concepts and skills described below.

## BENCHMARK ELA READING

Marking Period 1	Marking Period 2
<p>During the marking period, students read literary texts and determine the main idea. Students refer to poems to ask and answer questions. In vocabulary skills instruction, students determine the meaning of domain-specific vocabulary. Word study instruction emphasizes knowledge of long i, long e, and compound words. Students also:</p> <ul style="list-style-type: none"> <li>• Read and visualize text.</li> <li>• Use text evidence to draw inferences.</li> <li>• Compare key details in two texts on the same topic.</li> </ul>	<p>During the marking period, students read informational texts to compare and contrast two texts on the same topic. Students recount key details in stories and in a drama. In vocabulary skills instruction, students distinguish literal from nonliteral language, as in hyperbole. In word study and phonics instruction, students gain knowledge of open and closed syllable pattern. Students also:</p> <ul style="list-style-type: none"> <li>• Analyze information gained from charts and photos.</li> <li>• Describe text connections.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students read literary texts to determine the central message or lesson in a story. In vocabulary skills instruction, students use context clues to define words and determine the meaning of unknown words. Word study instruction emphasizes knowledge of vowel syllable patterns and suffixes. Students also:</p> <ul style="list-style-type: none"> <li>• Recount key story events.</li> <li>• Distinguish the reader's point of view from that of the author.</li> <li>• Summarize and synthesize text.</li> </ul>	<p>During the marking period, students read and respond to poems, identify genre features such as realistic fiction, and describe procedural text connections. Students distinguish between literal and nonliteral language. In the area of foundational skills, students learn hard and soft c and g, prefixes, suffixes and compound words. Students also:</p> <ul style="list-style-type: none"> <li>• Recount key details and determine main idea.</li> <li>• Describe the cause and effect relationship between scientific ideas.</li> <li>• Use evidence from two texts to answer a question.</li> </ul>

## CURRICULUM 2.0 MATHEMATICS

Marking Period 1	Marking Period 2
<p>During the marking period, students use place value and properties of operations to add and subtract within 1,000. Students build their repertoire of strategies for learning multiplication and division. A variety of word problems of varying complexity levels are incorporated. Students also:</p> <ul style="list-style-type: none"> <li>• Use place value understanding to round numbers.</li> <li>• Use properties of operations and the relationship between multiplication and division to solve problems.</li> <li>• Solve a variety of word problems involving the four operations.</li> </ul>	<p>During the marking period, students develop an understanding of the multiplication and division of whole numbers. Students build upon prior learning to develop more formally the idea that a fraction is a number, including understanding fractions on a number line. Students also:</p> <ul style="list-style-type: none"> <li>• Relate area of rectangles to the operations of multiplication and addition.</li> <li>• Use tiling and area models to represent and build understanding of the distributive property.</li> <li>• Reason about the size of a fractional part relative to the size of the whole.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students develop a deep conceptual understanding of fractions, the number and size of their parts, and fractions on the number line. Students use models and diagrams to generate equivalent fractions and compare fractions by reasoning about size. Students also:</p> <ul style="list-style-type: none"> <li>• Measure to the nearest half and fourth of an inch.</li> <li>• Show measurement data on a line plot.</li> </ul>	<p>During the marking period, students solve a variety of one- and two-step word problems using all four operations. Students tell and write time to the nearest minute and solve word problems involving time. Students also:</p> <ul style="list-style-type: none"> <li>• Measure and estimate liquid volume and mass.</li> <li>• Calculate the perimeter of shapes given the side lengths and find unknown side lengths.</li> <li>• Solve word problems using a graph.</li> </ul>