

# 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>

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## 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>

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## 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>

## CURRICULUM 2.0 READING

Marking Period 1	Marking Period 2
<p>During the marking period, students ask and answer questions referring to the text. They describe characters in a story and explain how actions contribute to the sequence of events. They make inferences and predictions to identify a point of view about characters' actions. Students also:</p> <ul style="list-style-type: none"> <li>Examine common themes in texts.</li> <li>Identify the relationship between ideas in a text.</li> <li>Compare and contrast the most important points and key details in two texts on the same topic.</li> </ul>	<p>During the marking period, students discuss how poems convey point of view or theme and use literal and nonliteral language. They use story structure to identify how the central message is communicated in a play. Students read informational text to identify the relationships between scientific concepts and steps in procedures. Students also:</p> <ul style="list-style-type: none"> <li>Use text features and tools (e.g., keywords, sidebars, hyperlinks) to locate information about a topic.</li> <li>Identify relevant points made by an author.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students identify the central message of a text and compare and contrast elements of two texts written by the same author. Students also:</p> <ul style="list-style-type: none"> <li>Compare story elements to identify central message/theme.</li> <li>Read realistic fiction, historical fiction, and literary nonfiction texts.</li> </ul>	<p>During the marking period, students compare the characteristics of folktales and myths, and study folktales that are retold by the same author. Students read informational text to make connections. Students also:</p> <ul style="list-style-type: none"> <li>Read informational text to make connections.</li> <li>Read literary non-fiction, including autobiographies, journals and blogs.</li> </ul>

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### CURRICULUM 2.0 WRITING

Marking Period 1	Marking Period 2
<p>During the marking period, students use an inquiry approach to gather ideas, draft, revise, edit, produce and present narrative, informative and opinion texts. Students use descriptive words and phrases to emphasize ideas in a message. Students also:</p> <ul style="list-style-type: none"> <li>• Write narrative, informative and opinion texts.</li> <li>• Use a technology tool to publish their work.</li> </ul>	<p>During the marking period, students use descriptive techniques to emphasize a message. Students use a compare and contrast text structure to organize ideas in an informative text. Students also:</p> <ul style="list-style-type: none"> <li>• Compare ideas using similes and metaphors.</li> <li>• Analyze writing using criteria to make revisions.</li> <li>• Consult reference materials to edit their writing.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students use problem and solution text structure to write a short informative text. They create a realistic fiction picture book with a focused problem and solution. They create illustrations and type their picture book using a technology. Students also:</p> <ul style="list-style-type: none"> <li>• Develop themes when writing narrative texts.</li> <li>• Use a problem/solution text structure to write an opinion about literature.</li> </ul>	<p>During the marking period, students communicate their point of view when writing informative, opinion and narrative texts. They research a topic and write an informative paragraph that explains both sides of an issue related to the topic, then select one side of the issue to write an opinion piece that expresses their point of view about the issue. Students also:</p> <ul style="list-style-type: none"> <li>• Write reflective journal entries.</li> <li>• Publish and share their writing.</li> </ul>

### EUREKA MATH

Marking Period 1	Marking Period 2
<p>During the marking period, students learn products involving factors of 2, 3, 4, 5 and 10. Students apply their understanding of mixed units learned when measuring to place value, comparison and rounding, composing larger units when adding, decomposing into smaller units when subtracting. Students also:</p> <ul style="list-style-type: none"> <li>• Represent and solve problems involving multiplication and division.</li> <li>• Understand properties of multiplication and the relationship between multiplication and division.</li> <li>• Solve problems involving measurement.</li> </ul>	<p>During the marking period, students learn the remaining multiplication and division facts as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems. Students also:</p> <ul style="list-style-type: none"> <li>• Identify patterns on the multiplication table and explain them using properties of operations.</li> <li>• Fluently multiply and divide within 100.</li> <li>• Understand area and relate area to multiplication and division.</li> </ul>
Marking Period 3	Marking Period 4
<p>During the marking period, students compare fractions, find equivalent fractions in special cases, and solve problems that involve fractions. Students round lengths to the nearest halves and fourths of an inch. Students also:</p> <ul style="list-style-type: none"> <li>• Develop understanding of fractions as numbers.</li> <li>• Represent and interpret data on line plots.</li> <li>• Answer "how many more" and "how many less" questions about scaled bar graphs.</li> </ul>	<p>During the marking period, students solve two-step word problems involving the four operations and improve fluency for concepts and skills. Students also describe, analyze and compare the properties of 2D shapes. Students also:</p> <ul style="list-style-type: none"> <li>• Represent and interpret data.</li> <li>• Recognize perimeter as an attribute of plane figures.</li> </ul>